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ABSTRACT

In one of a series of hearings held in communities around the nation on the reauthorization of the Higher Education Act of 1965, the Subcommittee on Postsecondary Education met to hear testimony from higher education professionals, students, and others in the state of Louisiana on Title III of the Act concerning minority access to higher education and support for historically black colleges. The opening witness was John Childers, Deputy Assistant Secretary for Higher Education Programs, who described Title III and other titles of the bill relating to educational access for black students. Other witnesses were the following: David Bell, student and President of the Southern University student government association; Charles Brown, student and president of the Xavier University Student Government Association; McArthur Clarke of Dillard University; Samuel Dubois Cook of Dillard University; Edward B. Fort, of the National Association for Equal Opportunity in Higher Education and chancellor of North Carolina A&T State University; Marcellus Grace of the Association of Minority Health Professions Schools; Lloyd Hackley of Fayetteville State University; William Moore of Southern University; Joe Page of Grambling State University; Earl Roberson of Carver State Technical College; Myer L. Titus of United Negro College Fund; and Barbara Tucker-Blair of Tuskegee University. The witnesses' prepared statements are included. (JB)

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OVERSIGHT HEARING ON THE REAUTHORIZATION OF THE HIGHER EDUCATION ACT OF 1965: NEW ORLEANS, LOUISIANA

HEARING

BEFORE THE

SUBCOMMITTEE ON POSTSECONDARY EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR
HOUSE OF REPRESENTATIVES

ONE HUNDRED SECOND CONGRESS

FIRST SESSION

HEARING HELD IN NEW ORLEANS, LA, JULY 27, 1991

Serial No. 102-79

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CONTENTS

Page
Hearing held in New Orleans, LA, July 27, 1991 1

Statement of:

Bell, David, President, Student Government Association, Southern University at New Orleans, New Orleans, LA 180
Brown, Charles, President, Student Government Association, Xavier University, New Orleans, LA 178
Childers, John, Deputy Assistant Secretary for Higher Education Programs 6
Clarke, McArthur, Dillard University, New Orleans, Louisiana 190
Cook, Samuel Dubois, President, Dillard University, New Orleans, LA 27
Fort, Edward B., Representative, National Association for Equal Opportunity in Higher Education, Chancellor, North Carolina A&T State University, Greensboro, NC 41
Grace, Marcellus, Past President, Association of Minority Health Professions Schools, Dean, College of Pharmacy, Xavier University, New Orleans, LA 160
Hackley, Lloyd V., Chancellor, Fayetteville State University, Fayetteville, NC 73
Moore, William, Vice Chancellor of Academic Affairs, Southern University, Baton Rouge, LA 66
Page, Joe, Financial Aid Officer, Grambling State University, Grambling, LA 126
Roberson, Earl, Jr., President, Carver State Technical College, Mobile, AL 96
Titus, Myer L., Representative, United Negro College Fund, President, Philander Smith College, Little Rock, AR 153
Tucker-Blair, Barbara, Director of Financial Aid Services, Tuskegee University, Tuskegee, AL 116
Turner, John B., President, Knoxville College, Knoxville, TN 87

Prepared statements, letters, supplemental materials, et cetera:

Bell, David, President, Student Government Association, Southern University at New Orleans, New Orleans, LA, prepared statement of 183
Central State University, Wilberforce, OH, prepared statement of 212
Charles R. Drew University of Medicine and Science, prepared statement of 229
Childers, John, Deputy Assistant Secretary for Higher Education Programs, prepared statement of 9
Cook, Samuel Dubois, President, Dillard University, New Orleans, LA, prepared statement of 29
Council of Historically Black Graduate Schools, prepared statement of 200
Fort, Edward B., Representative, National Association for Equal Opportunity in Higher Education, Chancellor, North Carolina A&T State University, Greensboro, NC, prepared statement of 45
Grace, Marcellus, Past President, Association of Minority Health Professions Schools, Dean, College of Pharmacy, Xavier University, New Orleans, LA, prepared statement of 163
Hackley, Lloyd V., Chancellor, Fayetteville State University, Fayetteville, NC, prepared statement of 76
Hytche, William P., President, University of Maryland Eastern Shore, prepared statement of 243
Moore, William, Vice Chancellor of Academic Affairs, Southern University, Baton Rouge, LA, prepared statement of 68
Page, Joe, Financial Aid Officer, Grambling State University, Grambling, LA, prepared statement of 128

Page

Prepared statements, letters, supplemental materials, et cetera—Continued
  Prestage, Dr. Jewel L., Interim Dean, Benjamin Banneker Honors College, Prarie View A&M University, prepared statement of 196
  Roberson, Earl, Jr., President, Carver State Technical College, Mobile, AL, prepared statement of 98
  Southern University at New Orleans, prepared statement of 220
  Sudarkasa, Dr. Niara, President, Lincoln University of Pennsylvania, prepared statement of 237
  Titus, Myer L., Representative, United Negro College Fund, President, Philander Smith College, Little Rock, AR, prepared statement of 156
  Tucker-Blair, Barbara, Director of Financial Aid Services, Tuskegee University, Tuskegee, AL, prepared statement of 120
  Turner, John B., President, Knoxville College, Knoxville, TN, prepared statement of 90
  Williams, Josulyn, Vice President, Stevenson's Academy of Hair Design, Inc., prepared statement of 233

OVERSIGHT HEARING ON THE REAUTHORIZATION OF THE HIGHER EDUCATION ACT OF 1965

SATURDAY, JULY 27, 1991

House of Representatives,
Subcommittee on Postsecondary Education,
Committee on Education and Labor,
New Orleans, LA.

The subcommittee met, pursuant to notice, at 10:05 a.m., in the Dillard University, Dent Hall, New Orleans, Louisiana, Hon. William J. Jefferson presiding.

Members present. Representatives Jefferson, Hayes, Payne, Washington, Mink, and Kildee.

Staff present: Tom Wolanin, staff director and Diane Stark, legislative associate.

Chairman **Jefferson**. Good morning. I am pleased to call to order this hearing of the Subcommittee on Postsecondary Education on the reauthorization of the Higher Education Act.

We have here today with us several outstanding Members of the United States Congress. We do not have, as you can see, two additional Members who will join us at some point this morning. And while we are reluctant to start without them, in order to maintain the timeliness of the conduct of this hearing, we are going to begin without them.

I want to say how pleased we are to have those witnesses who are present with us today. Because truly we have assembled a very good panel. I have been to hearings in other parts of the country, and this one, I would submit is better attended by Members of Congress than most. I think we ought to be very pleased for the turnout that we have here today in the midst of all of the business that is going on in Washington.

I will just make a brief introduction, and I ask these gentlemen, since each of them is senior to me, and it is with their indulgence that I am chairing this meeting today because, as you know, in Washington seniority means everything. But I want them to speak first, and I will make my statement when they conclude.

First, I want to recognize Congressman Kildee, who is from the State of Michigan, who Chairs the Elementary, Secondary and Vocational Education Committee. The title is so long, he has to put it on both sides of his business card. But he, of course, has been with the committee for a good long time. He will begin this morning.

Then Congressman Hayes, who sits to my right, from Chicago, the great State of Illinois, who has served on the Education and

Labor Committee, and who also serves as a subcommittee Chairman on the Post Office and Civil Service Committee.

And Don Payne from New Jersey, who got there just ahead of me. But, as I said, seniority means everything. He is from Newark, and he serves on Education and Labor with me, as well as on the Foreign Affairs Committee.

So, I will ask Congressman Kildee to begin.

Mr. **Kildee**. Thank you very much, Mr. Chairman. It is good to be here in New Orleans. I used to travel with our former chairman, and a hearing similar to this was down at Morehouse College a few years ago. I met some of you down there, and I look forward to the hearing again today.

I have always been convinced that the role of the historically black college is a very, very important role in the total spectrum of higher education in this country. For that reason, I always supported this part of the bill, and will continue to support it. But we need the input from you because education is dynamic. All education is dynamic, and things change.

You mentioned I was chairman of the Elementary, Secondary and Vocational Education Subcommittee. I'd like to share a quick story with you. All of you, as educators, know that we can learn from our students. I learned from one of my students, Glenn Girdie, about 30 years ago, when I had been talking for days, weeks and months about civil rights. I taught Latin. It was pretty hard to work it into a Latin class. But, I was talking about the time of Emmit Tills' death. I was talking about the struggle of the Roman plebeian, comparing that with the American blacks.

One day, Glen Girdie came up to me. He was very blunt. He said, "Mr. Kildee, put your money where your mouth is. Here is a membership for the NAACP." So I learned from my students there. I think we can always learn from our students.

I see Mr. Proctor here, who was my fellow in Flint, Michigan, and I am glad to have you here.

Thank you, Mr. Chairman.

Chairman **Jefferson**. Thank you, Mr. Kildee. Congressman Hayes.

Mr. **Hayes**. Thank you, Mr. Chairman. To you and our other two colleagues, Mr. Kildee and my good friend, Donald Payne, from New Jersey.

If Mr. Kildee had not had mentioned it, I would not have thought about it. Your mind tends to travel backwards, you know. You come into a city that you have not been into in quite a few years. I remember my first visit to New Orleans. I used to be, as you know, a leader of labor. We had a strike on a levy somewhere on the Mississippi River, sugar workers. Several of them had been put in jail. I came down here to try to extricate them. This is what I remember about what happened here. I have been here several times since.

I always do enjoy coming to New Orleans. I think the purpose for which we are here today is one of the most important missions of our committee. I want to thank you for inviting me to join you in what is the last field hearing of the Postsecondary Education Subcommittee series on the reauthorization of the Higher Education Act.

I have certainly learned to value field hearings, because these hearings were held in my district, and was of immense help in my preparation and knowledge. It is important to hear from those that are directly impacted by the committee's actions. So I welcome our witnesses here today, and our host, Congressman Jefferson, and yes, the chairman of the subcommittee, Mr. Kildee. You have been great additions to the committee, and I appreciate your convening this hearing today.

I understand that today we will focus our attention on various titles of the Higher Education Act, including those addressing minority access issues and historically black colleges. It is a well known fact that HBCUs have been a consistent beacon of success in promoting educational justice and opportunity. These colleges continue to serve as the great social equalizers in an educational system that has not at all times been responsive to the needs of African Americans or other minorities.

Again, I hope that we are able to touch upon issues such as minority teacher recruitment and retention, graduate education, including the obvious need for more minority Ph.D.s, international programs, and of course, student financial aid. I, along with my colleagues, are here to learn.

In closing, thank you, again, Mr. Jefferson for your kind hospitality. I look forward to working with you for many more years on the committee, and I am pleased to be here with you at this historical university, Dillard University, to address very important issues concerning higher education.

Thank you very much.

Chairman **Jefferson**. Thank you, Mr. Hayes.

Mr. Payne.

Mr. **Payne**. Thank you very much, Mr. Jefferson. I, too, would like to commend you for calling this field hearing here in your home city of New Orleans, to discuss the reauthorization of the Higher Education Act, and particularly Title III, Part B, strengthening black colleges and universities.

I also have to say that I have attended field hearings before. But this is, indeed, the one that, to my knowledge, has been best attended. I guess that you are just the real magnet to bring all of us here to this city. If you were not here, we would not be here in New Orleans. But seriously speaking, it is just a fine place to come. It is a great opportunity to be at one of the fine institutions that I have heard about for many years.

In the past, Historically Black Colleges and Universities have made significant contributions to the Nation and the world. Today, they are continuing these significant contributions by providing postsecondary and graduate education for primarily black, many low income, but Americans who are looking for an opportunity to work themselves out of their situations.

Even though Historically Black Colleges and Universities have produced generations of scholars, doctors, lawyers, and engineers, if they are to survive in this harsh economic climate, they are going to have to expand and develop their competitive edge in higher education academia.

Investments in building superlative infrastructures in historically black higher education institutions are essential for development of quality programs in science and technology, and in providing greater access and ability to attract contracts and grants from both the private and the public sector.

It is apparent that we need to encourage more women and minorities to go into the sciences, engineering, and more technical fields. This is the time to concentrate on utilizing and improving the unique resources that the Historically Black Colleges and Universities have to offer.

According to the Department of Labor, by the year 2000, 80 percent of the people entering the workforce will be women, minorities and immigrants. In order to provide even better opportunities for these students, institutions must develop new initiatives in graduate programs, post-doctoral programs, and innovations in new technologies.

This will require new legislative and policy initiatives, and additional sources of funding to support these initiatives. I will support these institutions, and I will continue to support the expansion of funding for historically black colleges.

Once again, I commend you for this hearing, and I look forward to hearing testimony from your witnesses.

Chairman **Jefferson**. I would like to thank each of the members for their opening statements, and for their participation in this meeting. We will have Congressman Washington, who is from the State of Texas, and Congresswoman Mink, who is from Hawaii, who, as I said before, I hope will be joining us fairly soon.

I want to thank Dr. Cook and Dillard University for permitting us to hold this hearing here, and for hosting it for us. They have done, as you can see, an outstanding job in outfitting the room, preparing the place for us, and in alerting the community to the meeting. We really do appreciate what Dillard has done. And Dr. Tema also, of course, started out working very hard on this and has done an outstanding job. I do not know where he is right now, but I really appreciate his work. There he is in the back.

I see one of our local university president's is here, who I hope we will see some more of, Dr. Greg O'Brien, of the University of New Orleans, who has come to join us this morning. We really appreciate that.

Some of the speakers this morning have already mentioned the historic place that Dillard University holds. I want to add to that by saying that we meet here today at a school that is regard as a stellar institution in higher learning in this State, and in the South, and, indeed, throughout the Nation.

It is a historically black university. Born out of the incongruous union between freedom and the vestiges of slavery, endowed and supported by a concerned Methodist in the aftermath of the tragic war between American brothers and sisters in the South and the North, it has become more than a shelter from the debilitating storm of legalized oppression and injustice. It has offered hope and opportunity to those who thought there would be none, of a more productive future through education and self-help.

This vaunted status epitomizes the role of Historically Black Colleges and Universities, HBCUs, in this country. With meager resources, but great dedication to an enthusiasm for teaching, and an unusual capacity to inspire learning, these institutions have gone about their business of educating often the most disadvantaged in our Nation, while hampered by perceptions of inferiority and deficiency. Indeed, the historical record provides incontrovertible proof that without these institutions, the Nation would be far less enriched through the talents of African Americans.

Blacks have achieved dramatically at historically black colleges, and have gone on to contribute immeasurably to the arts, the sciences, the humanities, and the legal, medical, and dental professions. Names such as Thurgood Marshall, Barbara Jordan, Leontyne Price, Andrew Young, and Dr. Martin Luther King, Jr., just to mention a few among thousands of the most distinguished alumni of HBCUs.

The present day role of these institutions is still challenged by some, in spite of the fact that these now multiracial, multicultural institutions still remain the higher educational choice of nearly one-third of all African American students entering 4 year colleges today. Thus, they collectively hold the greatest concentration of African American students in our Nation today, and a national focus upon supporting and enhancing their success with these students holds the greatest potential for increasing the number of black baccalaureate degreed Americans.

Congress, through its most recent enactments of the Higher Education Act, has already recognized that our Nation, in order to be its most competitive and productive in the future, must provide more opportunity for college education to more African American students. And Congress has already recognized the fundamental wisdom of strengthening the capacity of HBCUs to help to meet this important national goal, and to realize this important national interest.

The time has now come to reauthorize the Higher Education Act. The question before us today then and the subject of these hearings, is how may Congress and our Nation in this reauthorized Higher Education Act better address the obstacles facing African American college students and the needs of HBCUs.

To address the current needs facing our African American students, and to better meet the needs of the Nation's HBCUs, I, along with several other of my colleagues on the Education and Labor Committee, have introduced the College Opportunity Act of 1991. I will not try to detail what that act provides. There will be others today who will talk about it. And I hope that we will have some discussion on it as we go through the day. In fact, I hope we will have a great deal of discussion on the bill. But, I do want to invite those who have come to pay some attention to it and to give it some focus as we go through our discussions.

I look forward to the comments of the outstanding panelists who we have assembled today, and who will make presentations to us and to this committee. I look forward to their comments on this legislative direction we are trying to take with the HBCUs, and the addressing of the furthering opportunity for African American students through the reenactment of the Higher Education Act.

I look forward to this hearing today with great anticipation for the results that it will bring to enhance our chances of learning more, as Congressman Hayes has said, about how you, the consumers of what the Congress has done, have responded to the act.

What you see that we need to do with it and how we might move forward from where we are.

Without any further discussion, I took a little license there to make the statement, following the lead that I see Mr. Kildee take in his committee to extend his remarks when he is chairing the committee. I hope you have indulged me and will indulge me in that, Mr. Chairman.

Mr. **Kildee**. You have done very well.

Chairman **Jefferson**. Thank you, sir. What I want to do is to try to move this hearing to a conclusion as quickly as we can. To that end, I want to ask the witnesses, as they come, to summarize their testimony within no more than 5 minutes. The testimony that you give, that you are submitting in writing, will be a part of the record in full. There is no need to recite it all, or to read every word of it to us, if it should extend beyond the 5 minute time limit.

Of course, I would ask the members of the committee to try and confine their questioning to about that time as well, unless their remarks involve some praise for the local chairman. In that event, that will not count against their time. They may continue as long as they desire.

Our first witness this morning is John Childers, the Deputy Assistant Secretary for Higher Education for the U.S. Department of Education. Of course, without objection, I have said the panel will take the full testimony of Mr. Childers. I would like him to come forward at this time.

I really appreciate you taking the time to come down to be with us, and to make your contribution to us this morning.

STATEMENT OF JOHN CHILDERS, DEPUTY ASSISTANT SECRETARY FOR HIGHER EDUCATION PROGRAMS

Mr. **Childers**. Mr. Chairman, it is a real pleasure to be with you and the other members of the committee this morning to testify on Title III, and other Titles of the Higher Education Act of interest concerning Historically Black Colleges and Universities.

On a personal note, after the weather we have had in Washington in the last month, this is the coolest I have been in 4 weeks. So, I am delighted to come to New Orleans to cool off a little bit.

The Higher Education Act is one of the most important acts, I think, of interest to Historically Black Colleges and Universities. The administration is committed to assuring continuing funding for the Nation's Historically Black Colleges and Universities. In 1989, President George Bush issued Executive Order 12677 to insure that HBCUs continue to benefit from Federal programs. There were a number of provisions in that Executive Order, Mr. Chairman, which I will not detail at this moment. But let me just say that one of the most important things of that Executive Order was the establishment of a continuation of a White House initiative on HBCUs to get Federal funding from all Federal agencies for Historically Black Colleges and Universities.

To underscore the importance of the reauthorization of the Higher Education Act, I would just like to note that last year in fiscal year 1990, HBCUs received nearly $900 million in direct Federal support. About half of the amount of funding for HBCUs came from various provisions of the Higher Education Act. I think that is just an indication of the extreme importance of this.

In addition to Title III, there were a number of other programs in the Office of Higher Education Programs, from which HBCUs have directly benefitted: the TRIO Program, Student Support Services, Upward Bound and Talent Search, as well as, of course, all the student financial assistance programs.

But, among the most important programs in the Higher Education Act supporting HBCUs is Title III. This provided nearly $100 million in support to HBCUs in fiscal year 1990. These programs have been supportive of HBCUs since the Higher Education Act's inception in 1965.

There were three parts of the four parts of the Title III act which directly, and specifically, benefit HBCUs. Part B, strengthening Historically Black Colleges and Universities. The part of that that strengthens historically black graduate institutions and the endowment portion of Title III.

I will very briefly describe in line, with your admonition, Mr. Chairman, very briefly, some changes the administration is proposing during reauthorization. We have had the chance only to discuss this a little bit in Washington. So, I will just very briefly outline these remarks.

Specifically, the administration proposes eliminating the requirement that Part B institutions have to state that their principal mission is the education of black Americans for continuing funding under Title III. While some Historically Black Colleges and Universities do reference blacks as a target population, many no longer have written in in their mission statement that the education of black Americans is the mission of the university.

Secondly, we would like to permit institutions specifically to use their allocation of funds under Part B to establish or maintain a development office for fundraising for the institution. We feel this would help institutions in their role of seeking other sources of funds, and is consistent with the goal of strengthening HBCUs.

We also have some suggestions on accountability and reporting requirements, similar to those required for Part A institutions. Again, as has been the case in previous reauthorizations, the administration is proposing a 10 year length of time for this program.

In the area of historically black graduate institutions, this program currently supports five post-graduate institutions. We are proposing no substantive changes to this program. Again, the reauthorization proposal would clarify the fact that the five graduate HBCUs can receive only 10 years of support under this program.

In the endowment portion of Title III, we are proposing a change that the level of which endowment grants over $1 million can be made, there should be at least $20 million in the program before those larger grants should be made. This would ensure that a larger number of institutions would have the opportunity to receive an endowment grant.

We would like to extend priority to applicants under Part C to institutions that have received grants under Part A or Part B in any of the last 5 years. We would also like to require applicants to submit long and short term plans for raising and using their Part C funds as part of their applications for endowment funds.

We would specifically like to authorize a set aside of $10 million in fiscal 1992, and funds thereafter, specifically for endowment grants for Historically Black Colleges and Universities, to ensure that funds can go directly to these institutions in that program as well.

There are a number of other provisions in the Higher Education Act reauthorization that directly relate to students at Historically Black Colleges and Universities. If there is any interest I would be happy to describe them, but we do want to simplify the student aid financial assistance form. We have a number of proposals in the TRIO area. We would like to strengthen our graduate education programs for the benefit of underrepresented students in graduate education. And there are a number of areas in which we think that our proposals would benefit HBCUs and the students at Historically Black Colleges and Universities.

I think, Mr. Chairman, in the very beginning of my remarks, I think that it can be seen the importance of the Higher Education Act to Historically Black Colleges and Universities. The amount of funds that go to those institutions under the terms of this act, as I said, about half of all the direct Federal support for them. So, I do congratulate you on holding this hearing today, and the relationship of HBCUs to the Higher Education Act reauthorization because, obviously, it is a key act for their support. I am happy to be with you today.

Thank you very much.

[The prepared statement of John Childers follows:]

DEPARTMENT OF EDUCATION

Statement by

John B. Childers
Deputy Assistant Secretary
for
Higher Education Programs

before the

House Subcommittee on Postsecondary Education

on

Support for Historically Black Colleges and Universities

New Orleans, Louisiana

July 27, 1991

Mr. Chairman and Members of the Committee:

I appreciate this opportunity to appear before you today to discuss the Administration's reauthorization proposals for the Institutional Aid programs authorized by Title III of the Higher Education Act of 1965.

The Title III programs are among the major responsibilities I have as Deputy Assistant Secretary for Higher Education Programs. The current funding level for the Title III programs is $205 million, approximately 26 percent of all the program funds to be obligated in the current fiscal year for which I am responsible.

My personal interest in the Title III programs was initiated by my father's participation as a visiting professor in a Title III-funded program at Southern State College in Magnolia, Arkansas, during the late 1960's and early 1970's.

The Title III programs have been an integral part of the Higher Education Act since its inception in 1965. They have played a vital role in strengthening the administration and academic programs of institutions of higher education, particularly those which serve low-income and minority students. Currently, Title III authorizes four Institutional Aid Programs:

- Part A -- Strengthening Institutions;
- Part B -- Strengthening Historically Black Colleges and Universities;

- o Part B, Section 326 -- Strengthening Historically Black Graduate Institutions; and
- o Part C -- Endowment Challenge Grants.

A particularly important aspect of the bill has been the support provided to historically Black colleges and universities; in 1966 they received $3 million of the $5 million appropriated for Title III. In 1991, they will receive close to $100 million. The rest of the Title III assistance is directed at the schools enrolling the largest percentages of disadvantaged and minority students.

As a result of the critical role which Title III institutions have played in providing quality postsecondary education to low-income and minority students, Title III has had the consistent support of the Congress and the Administration with the appropriation increasing from $135 million in 1986 to $205 million today.

I am pleased that the House Postsecondary Education Subcommittee is holding this hearing on Title III. In the fall of 1989, the Department of Education held seven regional meetings around the country to solicit ideas for changes in the Act. In addition, written comments were solicited. We carefully reviewed the 40 comments received as we developed our reauthorization proposals. These proposals reflect the Administration's commitment to these Title III programs and the institutions they serve.

I will describe each of the Title III programs in which HBCUs participate and tell you what changes the Administration is proposing during reauthorization. Later in my testimony I will also briefly highlight some of our other reauthorization proposals which would benefit Historically Black Colleges and Universities.

Strengthening Historically Black Colleges and Universities

The Strengthening Historically Black Colleges and Universities program helps HBCUs to improve their academic programs and management. Funds provided under this program may be used to:

- purchase, rent, or lease scientific or laboratory equipment for educational purposes;
- construct, maintain, renovate, or improve instructional facilities;
- support faculty exchanges and development;
- provide academic instruction in disciplines in which Black Americans are underrepresented;
- purchase library and other educational materials;
- provide tutoring, counseling, and student services designed to improve academic success;
- support administrative management, including the acquisition of equipment for use in strengthening funds management; and
- support joint use of facilities.

Up to 50 percent of the funds may be used to construct or maintain instructional facilities.

Funds are allocated among HBCUs by a formula based on the number of Pell Grant recipients enrolled, the number of graduates, and the percentage of graduates who are attending graduate and professional school in degree programs in which Blacks are underrepresented. The statute provides for a minimum $350,000 allotment for each eligible institution.

Since 1987, 98 historically Black colleges and universities have received $351.1 million. In fiscal year 1988, the funds provided were used as follows:

Distribution of Fiscal Year 1988 Title III -- Part B Funds by Activity

Activity	Amount	Percent of Total
Scientific Equipment	$ 7,364,755	12%
Construction & Maintenance	7,480,131	12%
Faculty Exchanges	3,233,745	5%
Academic Instruction in Disciplines in Which Blacks are Underrepresented	23,431,128	37%
Library and Other Educational Materials	3,252,008	5%
Student Services	12,554,536	20%
Project Administration	6,271,197	9%
Total Federal Funds	$63,587,500	100%

We are proposing a number of changes to Part B during this reauthorization of the Higher Education Act. These changes include:

- Eliminating the requirement that Part B institutions continue to have as their principal mission the education of Black Americans. We are concerned that this requirement could violate Title VI of the Civil Rights Act of 1964.
- Permitting institutions to use their allocation of funds under Part B to establish or maintain a development office. This change would support institutions in their efforts to seek corporate, foundation, alumni, and other private funds and is consistent with the goal of making participating institutions less dependent on Federal funding.
- Enforcing accountability by requiring that institutions establish measurable performance goals and that they demonstrate satisfactory progress toward those goals as a condition for receiving a continuation award. Institutions would be required to document that funds provided under this program are measurably improving the quality of their programs and administration.
- Requiring Part B institutions to submit the same application and performance reports as Part A institutions.
- Carrying out congressional intent by stipulating that institutions may receive up to 10 years of support under Part B, with fiscal year 1987 as the first year of this 10 year period.

Strengthening Historically Black Graduate Institutions (HBGIs)

The Strengthening Historically Black Graduate Institutions program provides support to five postgraduate institutions: Morehouse School of Medicine; Meharry Medical School; Charles R. Drew Postgraduate Medical School; Clark Atlanta University; and Tuskegee Institute of Veterinary Medicine. Awards under this program are limited to $500,000 unless the institution agrees to match the funds provided. A minimum of $3 million under this program is set-aside for Morehouse School of Medicine. The funds may be used for the same purposes as the Strengthening Historically Black Colleges and Universities program except that funds may also be used to establish an endowment or a development office to increase contributions from private sources. Since 1987, the five historically Black graduate institutions have received $48.6 million under this program.

We are proposing no substantive changes to the program. Our reauthorization proposal would clarify the fact that the 5 HBGIs can receive only 10 years of support under this program, with the first year of support being 1987, as is the case with the undergraduate Part B program. The change is proposed to ensure that these institutions do not come to depend on Federal support alone and to encourage them to expand their base of support.

Endowment Challenge Grants

The Endowment Grant program provides funds to institutions eligible to receive grants under either Parts A or B to establish or increase their endowment funds. In general, an institution may receive only two endowment grants in any five-year period. Individual grants may not exceed $500,000 or be less than $50,000 and must be matched on a dollar-for-dollar basis. However, if the appropriation for the Endowment Grant program exceeds $10 million, grants of $1 million or more are permitted with the institution providing a match of one-half the size of the grant. Recipients of these larger grants may not reapply for a period of 10 years. The grant and matching funds must be invested in low-risk securities. The institution may not spend the endowment corpus for 20 years but may use one-half the income earned on institutional expenses. Since the Endowment Grant program was first authorized in fiscal year 1984, 198 institutions have received 238 grants in the amount of $114.6 million.

We are proposing a number of changes to Part C during this reauthorization of the Higher Education Act. These changes include:

- Repealing the expired "Challenge Grant" program. Funds were last provided for new awards under this program in fiscal year 1984 when the Endowment Grant program was authorized.
- Raising the level at which Endowment Grants over $1 million can be made from $10 million to $20 million. This change would ensure that a larger number of institutions would have a greater opportunity to receive an Endowment Grant.
- Requiring applicants to submit long and short term plans for raising and using Part C funds as part of their applications

for endowment challenge grants. This will encourage planning by applicants and will promote accountability for the use of Part C funds.

- o Extending current priority to applicants under Part C to institutions that have received grants under Parts A or B in any of the last five fiscal years. This would ensure more equitable treatment of grantees than under current law and is consistent with our proposal under Part A to limit institutions to one grant.
- o Authorizing the appropriation of $10 million in fiscal year 1992 and such sums thereafter for Endowment Grants for HBCUs. This change is consistent with the Administration's goal of increasing support to these vital institutions.

General Provisions

In addition to the changes proposed under each of the specific programs, a number of other changes are proposed to the General Provisions (Part D) of Title III. These changes include:

- o Repealing the waiver exempting Title III institutions from the non-Federal matching requirements under programs authorized by Titles II, IV, VII, and VIII of the Higher Education Act. Giving this waiver to Title III institutions is inappropriate since these institutions and their students directly benefit from participation in these other programs. By requiring these institutions to comply with the non-

Federal matching requirements, more dollars are then available for student aid and other purposes.

- o Eliminating certain waivers of the quantitative criteria used to determine institutional eligibility. These waivers unnecessarily expand the pool of eligible institutions to include some that do not need Title III support.

We believe that these and other changes proposed for Title III will simplify program administration, improve targeting of limited Federal assistance to institutions with the greatest need of assistance, and ensure accountability.

Impact of Other Reauthorization Proposals On HBCUs

A number of the Administration's reauthorization proposals for programs other than Title III are likely to benefit historically Black colleges and universities and their students. Among these proposals are:

- o simplifying for students the process of applying for Federal student financial assistance by using one need-analysis system;
- o raising the maximum Pell Grant a student may receive from $2,400 to $3,700;
- o increasing the amount that students can borrow under the Stafford Loan program;
- o focusing resources provided under the Student Support Services program toward institutions with the greatest need

as demonstrated by low educational and general expenditures per full-time equivalent student; and,

- o increasing emphasis on outreach programs through formula grants to States from which HBCUs can receive support.

Thank you for this opportunity to testify in support of the Department's reauthorization proposals for Title III of the Higher Education Act. I will be happy to respond to any questions you may have.

Chairman **Jefferson**. Thank you very much. We are very appreciative of your presence here and of the comments you have made supportive of HBCUs, and particularly of reauthorizing the Higher Education Act to include in many ways enhancing and strengthening the role of HBCUs and what they are able to do with respect to the students they are trying to educate.

I want to ask, if I might, for clarification on one point that you made with respect to which, you know, there may be some disagreement on page five of your testimony. I do not know how many historically black colleges now state as a part of their mission that their principal mission is the education of black Americans. You do not quibble with the fact that it may end up that the HBCUs are, in fact, providing opportunities for a majority of African Americans. Your concern is with the statement that that is the missions of the universities. Am I clear on that? Is that what you are saying?

Mr. **Childers**. That is very correct, Congressman. I do not quibble at all with support for these institutions which are educating African Americans. I hope I have made that clear in my statement.

The only concern is two words that were added to the law in 1986 in the reauthorization proposal at that time for Part B. It said that in order to receive support under Part B of Title III a HBCU must show that its principal mission was and is the education of black Americans. There are a number of institutions, HBCUs, which no longer have written in as their mission statement that it is for the exclusive education of black Americans.

There is concern among the lawyers, and among some HBCUs at the time in 1986 or 1987, that there might be legal problems because a number of state constitutions do not allow colleges to have a specific designator like that in their mission statements in the colleges. I am happy to hear from the presidents and other officials of HBCUs here today. I can only point out that in 1986, when this was put into law, a number of HBCUs themselves raised questions about what this meant in terms of the applicability of the law to them.

But I do point out, very clearly, that it does not in any way take away from the Federal Government's continuing support of HBCUs. I think this is more a question to make sure that the mission statements do not run afoul of Title VI of the Civil Rights Act of 1964.

Chairman **Jefferson**. I will be interested to see what the President's panel and others have to say about that statement. I just wanted you to clarify so that we could understand your testimony.

With respect to the graduate schools, you know that there is a strong proposal from many of the HBCUs, and of course, from the United Negro College Fund, for some additions to be made for graduate schools along those that are listed there, to add to the list, in effect. And of course, the idea, as we discussed earlier, is to focus on increasing the number of graduate degreed black Americans in various fields that are of particular concern. The interest is, of course, where there are these concentrations of black Americans to put a real push and an effort there because that is the richest soil, if you will, from which might be produced these graduate degree holding black Americans.

And to that end, there is a strong interest in adding to the list a number of institutions of five or six. I really believe it is five because that is an alternative in one proposal. It is really five. I would like to ask that the administration not be completely closed out on that. I understand where you are starting off. I hope we can have some discussion about what sense it makes to look further than you have gone so far. I would like you to comment on that.

Mr. **CHILDERS**. Well, Congressman, I would like to think that in this reauthorization of the Higher Education Act, this time—neither you nor I was involved in the last one. But I certainly look forward to an open and continuing dialogue on these issues with no closed minds involved. I would like to just ask that perhaps other officials could address during the course of the day as to the question of how we define which graduate schools or graduate programs should be eligible.

The administration's concern is that where does this end. There are five schools currently authorized. A proposal is for five, as you pointed out. And again the United Negro College Fund's proposal said, it is not just institutions, but it said of Texas Southern, I believe it was, "Well, we might designate the school of law or the college of pharmacy." Which means that you may not be talking of institutions as a whole, but programs within institutions.

There are a number of programs within graduate institutions, obviously. According to a profile of the Nation's Historically Black Colleges and Universities put out by the National Association for Equal Opportunity in Higher Education, NAFEO, earlier this year, indicates that there are a number, perhaps as many as 39 HBCUs, with graduate programs. So, the question is, is this never ending, or how do we define which schools should be eligible. And I just leave that as a question. I certainly would be happy to work with you on it during the course of the year.

Chairman **JEFFERSON**. I think that is a point worthy of addressing to clarify exactly what is meant, and perhaps even to make a choice now, with respect to Texas Southern, as to what is proposed to be included and what is not. It may be that that is a way to go. I appreciate your attitude that we may discuss these matters, and that we will leave them as things to be dealt with. And each of us approach it with an open mind so that we might come to some conclusion to reach the objective that we both have in mind here.

Mr. **CHILDERS**. Mr. Chairman, I might point out one possible alternative for your consideration, a more generic alternative to think about in reauthorization, as opposed to designating specific institutions or specific programs. You might think about some way of recognizing the graduate students at HBCUs in the formula for granting them funds under Part B, basically the undergraduate formula at the present time.

Right now, Part B funds are based on the number of grant recipients, the number of students that graduate, and the percent of graduates who are attending graduate or professional schools. You might think about adding specifically in the formula, with increased funding under Part B, the number of graduate students actually enrolled at the HBCUs. That would increase the formula for the contributions to HBCUs that have graduate programs. It would be generic as opposed to designating specific schools, and would benefit all of them. That is not the official administration position at the moment, but it is one of the things we could think about during reauthorization.

Chairman JEFFERSON. Are there other questions of Mr. Childers. Mr. Kildee?

Mr. KILDEE. Mr. Childers, a number of organizations have recommended that the minimum grant under Part B of Title III be raised from $350,000 to $500,000 for Historically Black Colleges and Universities. How do you react to that recommendation to raise from $350,000 to $500,000?

Mr. CHILDERS. The original administration position is to leave it at $350,000 at the present time. I think, generally, the question is one of equity and size. The HBCUs are widely varying in size, some of them very small. It is just a question of figuring out the ratios and the equities, in a sense, the per student contribution to those schools. I have no really fixed opinion one way or another, but I just think you possibly have to look at the ratios of funding that would be provided to schools based on their size.

Mr. KILDEE. The small colleges do have a fixed cost. Despite the fact they are smaller, there are certain fixed costs that any university has. It would seem that just inflation alone might indicate some raising of that minimum amount.

Mr. CHILDERS. Yes, that is possible. It is also not extremely costly either, Congressman Kildee. I believe there are only 15 HBCUs at the present time that are in that range of between $350,000 and $500,000. Even if they needed a maximum jump to $500,000, it would only be $2,225,000 to increase that minimum.

Mr. KILDEE. To those colleges and universities, that could be very important to them. But it would not have a significant effect on our fiscal situation here in Washington.

Mr. CHILDERS. I agree.

Mr. KILDEE. Thank you very much, Mr. Chairman.

Chairman JEFFERSON. Thank you, Mr. Kildee.

Mr. Hayes?

Mr. HAYES. Thank you, Mr. Chairman. You do not necessarily have to follow seniority.

Chairman JEFFERSON. I do not want to get into trouble, Mr. Hayes.

Mr. HAYES. I noticed from Mr. Childers' background, heritage makes you somewhat interested in the zeal of education. Your father, I notice, participated as a professor in a Title III funding program at Southern State College in Magnolia, Arkansas.

Mr. CHILDERS. Yes, sir.

Mr. HAYES. So you sort of pick up the mount from your father, I guess.

Mr. CHILDERS. Well, I have always had a very deep interest in this program, going back to the late sixties when my father was in Magnolia, Arkansas. It used to be called Magnolia A&M. At that time, it was Southern State College. But he was doing, at that time, what I know the members of this panel are trying to think about for minority groups. He was down there to help the faculty achieve advanced degrees and be supportive of them. A very large part of his role there at that time was faculty development, and providing support for younger faculty going on and getting their Ph.D. degrees in various fields.

And I know that is one of the themes we really want to talk about in reauthorization this year. It is how to get more underrepresented minority groups, who are underrepresented in various fields, to get them to the top graduate degrees in those fields so that they can go into the faculty and research opportunities of the future. So, I do have a deep interest in this program, Congressman.

Mr. HAYES. I know that you know that, at least in some of our traditional black colleges, there has been a decline in enrollment of students. I am particularly concerned in the low income minority students who find an access to higher education on a decline. I know that you focus your attention on Title III, which is primarily concerned with institutional help, which I am for too. As you know, I think I have posed this question, or someone did, at hearings we have had in Chicago, not in Chicago, but in Washington, on higher education.

My specific question goes to the question of student aid, which I think is a part of your field, although you do not deal with it in this statement of yours here. Would you favor—have you thought seriously since we have talked about it so much and since the Pell Grant program is under siege. You may not agree with me, but I think it is. Have you thought about making the Pell Grants an entitlement?

Mr. CHILDERS. I would be happy to answer that, Congressman. First, as a note of background to agree with you. All statistics I have seen show that socioeconomic status of students starting out is one of the key factors as to their access to continuation and successful completion of postsecondary education. Lower socioeconomic students of all races do not finish and complete as well as those of a higher economic status. Therefore, student financial assistance is critical to their success in postsecondary education.

That is why the administration has taken one of the two steps toward the goal you were asking about this morning. The administration has specifically requested that the maximum Pell Grant be increased dramatically for the lowest socioeconomic students, based on financial need. Secretary Alexander, in his testimony before your committee, did not go so far as to suggest that the Pell Grants program be made an entitlement. I am, obviously, constrained by that position.

Mr. HAYES. I understand that, but I thought with your background you may be able to influence Secretary Alexander.

Mr. CHILDERS. Well, I will do my best, Congressman, in working on reauthorization of the Higher Education Act. When this committee's hearings conclude in the near future, I expect there will be a lot of interchange between the Department and members of the committee, such as yourself, on these issues over the next few months. My understanding is that the committee would like to mark this up and complete action——

Mr. HAYES. We would very much like to.

Mr. CHILDERS. [continuing] before the end of the year. So, I do hope that we will have a number of opportunities to discuss these issues in the next 2 or 3 months.

Mr. HAYES. All right. Thank you very much.

Chairman **Jefferson**. Thank you, Mr. Hayes.

Mr. Payne?

Mr. **Payne**. Thank you. Just in dealing with that same question about entitlement and the truly needy. When we get into the questions that we are starting to hear that the middle class students are unable to go to college, and so forth, do you see brewing the political or the clash with the limited amount of funds because of the budget summit agreement of last year? Do you see a battle now becoming of the truly needy persons who would fall into the entitlement class, if there were one, and the so-called hurting middle class who are unable today, they claim, to afford a college education?

Mr. **Childers**. Well, I think, Congressman, we are seeing the anguish of restricted funding and caps on domestic discretionary spending. Just reading the record of debate on the House Floor on the Education Appropriations Bill, the members concerned about the need to reduce funds in certain areas to fund other areas. A number of members were very unhappy about reductions in the Low Income Home Energy Assistance Program, which was reduced by the Department. Mr. Natcher, I believe, said that had to be done to fund health and education. I believe even you, yourself, expressed concern about the reductions in that program.

Within the Higher Education Program itself, yes, there is always that concern with limited funding. I think that came out clearly at one of the very first hearings when Secretary Alexander testified before you, and proposed that the Pell Grants be focused more on the lower income students. A number of members of your committee expressed concern about what that might do to the eligibility of students at a slightly higher income level. So, I do think it is of great concern, and will continue to be a prime topic of debate during this coming year.

Mr. **Payne**. Although we are dealing with higher education, in order for students who are most disadvantaged to be able to succeed in college, we have some of the programs, Upward Bound and the Talent Search. Are there any steps to increase that funding so that students at a younger age, elementary school age, could be enhanced so that they will be better able to handle the college level once they get there?

Mr. **Childers**. Yes, sir. It is absolutely critical that we do that because to start thinking about college opportunities only at the college level is much too late. For a number of years the programs administered in the Office of Higher Education Programs, where I am, have reached down to the high school. Starting last year, in an initiative that we started in the Office of Higher Education Programs, our programs that we operate through institutions of higher education are now reaching down as far as the seventh grade in trying to encourage students to achieve in secondary school, in junior high, and high school, to get information about college opportunities and to prepare themselves. It is absolutely critical that those programs be enhanced at that level.

I am very pleased to note that one of the growth programs in the Higher Education Act for several years that both the administration and the Congress have been extremely supportive of is the TRIO Programs. Again, this year there is a very nice increase that is proposed, particularly in the House Appropriations Committee, for these access programs. But, it is a main focus of the Department in this area.

Also, as you well know, Congressman, the whole thrust, or a major thrust of Secretary Alexander in America 2000, is to improve secondary education in this country, to prepare more young men and women in postsecondary education. So, I absolutely agree with you that that is a critical area that we need to continue to focus on, not just on postsecondary education.

Mr. **Payne**. Thank you. Just following a very quick question totally out of the line of questioning that I have had. Under the Gray amendment, AID is supposed to attempt to have goals of 10 percent of foreign aid that is spent abroad to go to minority and historically black colleges for educational programs, and so forth. Has your Department aggressively taken on a program of attempting to inform historically black colleges about the 10 percent foreign aid set aside for minorities and historically black colleges? How successful has that been, if you know that off hand?

Mr. **Childers**. As I mentioned very briefly in my statement, the White House initiative for Historically Black Colleges and Universities, which is housed in the Department of Education, has as its major goal, or a major goal, the stimulation of Federal funds flowing from other Federal agencies to Historically Black Colleges and Universities. According to their preliminary, and I do not have the final results yet, Congressman, official, but according to their preliminary statistics in fiscal year 1990, of $146 million that AID awarded to colleges and universities, $20.6 million of that, or 14 percent, was awarded to HBCUs this last fiscal year. If these preliminary figures are adequate then, indeed, AID has met the 10 percent goal.

Mr. **Payne**. Thank you very much.

Mr. **Childers**. Thank you.

Mr. **Payne**. How did you have that information? You did not know I was going to ask that question.

Mr. **Childers**. Well, I was to be accompanied today by Mr. Robert Goodwin, who is the Executive Director of the White House Initiative. He is giving a commencement address that he had long ago committed to, and could not be here. But, I asked him, I said, "In case the Congressmen ask me some questions, what other agencies are doing that that you are working with? Is there anything that you can give me?" So, Mr. Goodwin just happened to give me this piece of paper which I brought with me today.

Mr. **Payne**. Thank you. I am very impressed. I tell you.

Chairman **Jefferson**. Mr. Childers, again, we would like to thank you for your testimony. You have added a method to our discussion today. You have also added a new reason for coming to New Orleans, which is one to cool off. That is one we have not heard before.

Mr. **Childers**. Well, it is a great pleasure, Mr. Chairman. I appreciate this opportunity and the many courtesies of you, personally, and the committee. This has been, as you noted, a well-arranged and organized hearing, and I have been delighted to be with you today.

Chairman **Jefferson**. Thank you very much. We look forward to talking with you further.

Mr. **Childers**. Thank you.

Chairman **Jefferson**. The next panel to present testimony is a panel of presidents, as we have it listed here on the program, with Dr. Cook, Dr. Fort, Dr. Moore, Dr. Hackley, Dr. Turner, and Dr. Roberson. If you would please take your places at the table.

The way we would like to proceed, as I announced earlier, is if you would just confine your remarks to 5 minutes or less, if you can do that, and summarize your testimony. We will begin with Dr. Cook, and go the length of the table, after which we will ask questions. We will hold off questions until everyone has given their testimony.

Again, Dr. Cook, thank you so much for what you have done to help put these hearings together, and help us to get them organized. Please, proceed with your testimony.

We are being joined, if I may, before you begin, by Congresswoman Mink of Hawaii, and Congressman Washington. We will, perhaps, let them get settled, and Congressman Washington is never at a loss of words, nor is Congresswoman Mink. They never need to get settled. I suppose they probably came in ready to talk.

We have had Mr. Childers testify this morning already. Mr. Washington and Mrs. Mink, if you would, please give a statement at this point. Then we will hear from the panel that is assembled before us. You have not missed very much yet, but you missed a good witness. We will bring you up to date.

Mr. **Washington**. I will yield to the beautiful lady. I am from Texas.

Mrs. **Mink**. Thank you very much, Mr. Chairman. I am so sorry we are late, but you never can depend on the airlines to get you delivered on time. We had hoped to be here about a half hour ago, but it was some delay at the airport. I am really delighted to be here, and to have an opportunity to hear all your distinguished witnesses on the very, very important subject of the opportunities for young people in America to achieve the heights of their abilities and talents through programs that we initiate in the Congress that will support our colleges and our higher educational institutions.

I know that you have many important witnesses here, Mr. Chairman, and we will learn a great deal. We will get some new ideas and new initiatives that will be supporting your leadership in this bill.

Thank you very much for inviting me to this hearing.

Chairman **Jefferson**. Thank you very much for coming. Mr. Washington?

Mr. **Washington**. Mr. Chairman, let me not delay the proceedings. There are some things I want to say about you, in particular.

Chairman **Jefferson**. We are giving folks 5 minutes or so to make a statement. But if it involves praise of the Chairman, then you may continue without any limit whatsoever.

[Laughter.]

Mr. **Washington**. As long as I desire?

Chairman **Jefferson**. Yes, sir.

Mr. **Washington**. May I reserve that time until we get ready to close, Mr. Chairman? I would just like to say that I have been impressed by you, and I find out how impressed the people of the community are. They have named a parish after you.

[Laughter.]

Mr. **Washington**. I tell you, where the airport is, I was coming in, and I saw it. I am not surprised.

Chairman **Jefferson**. That is just the beginning.

[Laughter.]

Mr. **Washington**. I am not surprised.

Chairman **Jefferson**. There is more to come, Mr. Washington.

[Laughter.]

Chairman **Jefferson**. Mr. President, we would like to hear from you, Dr. Cook.

STATEMENT OF SAMUEL DUBOIS COOK, PRESIDENT, DILLARD UNIVERSITY, NEW ORLEANS, LOUISIANA

Mr. **Cook**. Mr. Chairman, the Honorable Congressman Jefferson, other distinguished members of this subcommittee, friends of Historically Black Colleges and Universities, and other ladies and gentlemen, I am, indeed, honored and pleased to participate in this hearing. I want to thank you and commend you, Congressman Jefferson and members of this subcommittee, for your great interest in and support of Historically Black Colleges and Universities.

I also want to thank you for coming to Dillard University to hold these hearings. I appreciate very much your gracious remarks about Dillard. Dillard University is a private, independent, liberal arts institution. Since its founding in 1869, it has been a progressive and creative force in the vigorous pursuit and achievement of academic excellence, social relevance and community service.

The first Speech Department in a black college or university was established at Dillard University. The University has had the first nationally accredited program in Nursing in the State of Louisiana, and our pre-freshman program served as a motto for the Upward Bound Program. We have the only degree granting Japanese Studies program in the south central part of the United States, one of only two in the South, and the only one at a Historically Black College and University. We also have the only center for black Jewish relations, not only in this country, but in the world.

Our enrollment last year was 1,625 students, by far the largest enrollment in our history. Dillard University is multicultural, multiracial, multireligious, and multidimensional. So, I am especially pleased to welcome you to Dillard University.

As you can readily tell, despite substantial increases in the cost of college education at many private colleges throughout the Nation over the past decade, Dillard University and its 40 sister UNCF institutions struggle each year to maintain high quality and low costs. We are dedicated to keeping college education affordable and within the financial reach of students from low and middle income families that we serve.

So, I speak for Dillard University, but not only for Dillard University, but for the other 40 institutions of the UNCF. As you know, the UNCF is a consortium which was established in 1944 to raise funds for our colleges and universities.

We consider ourselves to be among the most creative of all American colleges in one area in particular. That is the area of developing, implementing, and sustaining high quality programs at relatively low costs. Moreover, we are, indeed, the Nation experts in the area of developmental quality education. While Historically Black Colleges and Universities represent of just 5 percent of all the 4 year institutions of higher learning, these institutions enroll 35 percent of all black students attending 4 year colleges and confer 33 percent of the baccalaureate degrees earned by them. We are a vital component of the infrastructure which offers hope to black students. We have a great track record.

So, I want to urge you, Congressman Jefferson and other members of this congressional committee, in the strongest possible term, to work very hard for the reauthorization of this act, to recommit the Federal Government to assuring access to lower income students. The most important issue facing this committee, the Congress, and the higher education community is the current reauthorization process and the restoration of a better balance between Federal aid and loans. Something must be done to increase the direct grants, rather than loans, to our students because of their poor socioeconomic background.

I believe that the solution to student access, student positions, and student loan programs we face are all part of the excessive reliance of low income at risk students on student loans. The UNCF, therefore, strongly supports the creation of a true Pell Grant entitlement as the only means of readdressing the imbalance between loan and grant funds provided by the Congress to eliminate the value of family finances to higher education, erected by rising costs of a college education, and a family's limited disposal income that can be devoted to higher education costs.

So, Mr. Chairman and other members of this committee, we urge your support in continuing to enlarge and increase higher education opportunities for minorities, and especially for Historically Black Colleges and Universities. I want to thank all of you for working with us, and having the courage, wisdom, vision and rationality to introduce legislation specifically relating to minority education in this country. If the wheels of progress are to continue, and if we are to aspire to higher education so that everyone will have access regardless of socioeconomic status or race, then we must increase the funds in terms of direct grants.

Ladies and gentlemen, and members of this distinguished panel, as you consider all that is here today and the many challenges which will be discussed later, I urge to remember the motto of the UNCF, "A mind is a terrible thing to waste." And I hope you recognize that Hhistorically Black Colleges and Universities are a great engine in instruments of hope, and nothing in this world is more precious than hope. You deprive a man or a woman of hope, and you deprive him or her of the God within. Remember that our institutions are great agencies of hope in a difficult and often tragic world.

Thank you, Mr. Chair.

[The prepared statement of Samuel Dubois Cook follows:]

TESTIMONY OF DR. SAMUEL DuBOIS COOK, PRESIDENT

DILLARD UNIVERSITY
NEW ORLEANS, LOUISIANA

BEFORE THE
HOUSE SUBCOMMITTEE ON POSTSECONDARY EDUCATION
IN A FIELD HEARING

ON BEHALF OF
THE UNITED NEGRO COLLEGE FUND, INC.

THE HONORABLE WILLIAM J. JEFFERSON, PRESIDING

DILLARD UNIVERSITY
NEW ORLEANS, LOUISIANA

July 27, 1991

GOOD MORNING CONGRESSMAN JEFFERSON, OTHER DISTINGUISHED MEMBERS OF THIS AUGUST PANEL, FRIENDS OF THE HISTORICALLY BLACK COLLEGES AND UNIVERSITIES, LADIES AND GENTLEMEN: I AM DEEPLY PLEASED AND HONORED TO HAVE THE UNIQUE OPPORTUNITY AND PRIVILEGE OF PARTICIPATING IN THIS MOST IMPORTANT HEARING SPONSORED BY THE SUBCOMMITTEE ON POSTSECONDARY EDUCATION, AND I SHOULD LIKE TO THANK AND COMMEND CONGRESSMAN JEFFERSON, AND THE MEMBERS OF THIS SUBCOMMITTEE FOR YOUR INTEREST AND SUPPORT OF OUR UNIVERSE OF INSTITUTIONS. I ALSO THANK YOU FOR COMING TO DILLARD UNIVERSITY FOR THIS HISTORIC HEARING.

DILLARD UNIVERSITY IS A PRIVATE, LIBERAL ARTS COLLEGE LOCATED IN THE HEART OF NEW ORLEANS. THROUGH THE YEARS, DILLARD HAS BEEN PROGRESSIVE AND CREATIVE IN THE PURSUIT OF EDUCATIONAL GOALS. THE FIRST SPEECH DEPARTMENT IN A BLACK UNIVERSITY WAS ORGANIZED AT DILLARD. THE UNIVERSITY HAD THE FIRST NATIONALLY ACCREDITED NURSING PROGRAM IN LOUISIANA. DILLARD'S PRE-FRESHMAN PROGRAM WAS A MODEL FOR THE NATIONAL, FEDERALLY FUNDED UPWARD BOUND PROGRAM.

WE ENROLL APPROXIMATELY 1,200 STUDENTS AND OFFER A BACHELOR OF ARTS, BACHELOR OF SCIENCE, AND BACHELOR OF SCIENCE IN NURSING. TUITION AT DILLARD IS $5,500 AND ROOM AND BOARD IS $3,250. DILLARD STUDENTS PURSUE A VARIETY OF ACADEMIC AND EXTRA CURRICULAR INTERESTS AS PART OF THEIR MATRICULATION

EXPERIENCE. I WELCOME YOU AND MY DISTINGUISHED COLLEAGUES TO DILLARD UNIVERSITY AND THE GREAT CITY OF NEW ORLEANS.

AS YOU CAN READILY TELL, DESPITE SUBSTANTIAL INCREASES IN THE COST OF A COLLEGE EDUCATION AT MANY PRIVATE COLLEGES THROUGHOUT THE NATION, OVER THE PAST DECADE, DILLARD UNIVERSITY AND ITS 40 SISTER INSTITUTIONS IN THE UNITED NEGRO COLLEGE FUND (UNCF) STRUGGLE EACH YEAR TO MAINTAIN HIGH QUALITY AND LOW COST. WE ARE DEDICATED TO KEEPING A COLLEGE EDUCATION AFFORDABLE, AND WITHIN THE FINANCIAL REACH OF STUDENTS FROM THE LOW AND MIDDLE INCOME FAMILIES THAT WE SERVE. I COME BEFORE YOU TODAY ON BEHALF OF DILLARD AND THE OTHER 40 MEMBER INSTITUTIONS OF THE UNITED NEGRO COLLEGE FUND.

THE UNITED NEGRO COLLEGE FUND IS A NON-PROFIT ORGANIZATION DEDICATED TO STRENGTHENING AND EXPANDING THE EDUCATIONAL PROGRAMS AND OPPORTUNITIES PROVIDED BY ITS MEMBER INSTITUTIONS. WE ARE A CONSORTIUM OF FORTY-ONE (41) PRIVATE HISTORICALLY BLACK COLLEGES AND UNIVERSITIES WHICH WAS FOUNDED IN 1944 IN RESPONSE TO AN INCREASING AWARENESS OF THE NEED TO BOLSTER THE FINANCIAL BASES OF THESE INSTITUTIONS SO THAT WE MIGHT ENHANCE OUR ABILITY TO PRODUCE THE BLACK LEADERSHIP FOR WHICH WE HAVE BECOME KNOWN. AS A RESULT OF THIS LONGSTANDING CONSOLIDATED EFFORT, ALL OF THE STUDENTS AND INSTITUTIONS BENEFIT FROM THE FUND-RAISING EFFORTS OF UNCF SINCE EACH COLLEGE RECEIVES AN EQUITABLE DISTRIBUTION OF THE FUNDS

COLLECTED. AS YOU CAN SEE WE ARE CONTINUALLY DEMONSTRATING OUR COMMITMENT TO OUR STUDENTS AND OUR BELIEF IN THE VIABILITY OF OUR INSTITUTIONS.

WE CONSIDER OURSELVES TO BE AMONG THE MOST ELITE OF ALL AMERICAN COLLEGES IN ONE AREA PARTICULARLY -- AND THAT IS IN THE AREA OF DEVELOPING, IMPLEMENTING AND SUSTAINING HIGH QUALITY PROGRAMS AT RELATIVELY LOW COSTS. MOREOVER, WE ARE, INDEED, THE NATION'S EXPERTS IN THE AREA OF DEVELOPMENTAL EDUCATION. WHILE HISTORICALLY BLACK COLLEGES AND UNIVERSITIES REPRESENT JUST OVER FIVE PERCENT OF ALL FOUR-YEAR INSTITUTIONS OF HIGHER LEARNING, THESE SCHOOLS ENROLL 35 PERCENT OF ALL BLACK STUDENTS ATTENDING A FOUR-YEAR COLLEGE AND CONFER 33 PERCENT OF ALL BACHELOR'S DEGREES EARNED BY THEM. WE ARE A VITAL COMPONENT OF THE INFRASTRUCTURE WHICH OFFERS HOPE TO YOUNG BLACK AMERICANS. WE HAVE A LONG TRACK RECORD OF ACCEPTING AND GRADUATING STUDENTS WHO WERE ACADEMICALLY UNPREPARED BY INADEQUATE SECONDARY SCHOOLS WHEN THEY ENTERED COLLEGE. STUDENTS ARE SUPPORTED, CHALLENGED AND OFFERED THE OPPORTUNITY TO ASSUME LEADERSHIP ROLES RARELY AFFORDED THEM IN MAJORITY INSTITUTIONS.

OUR INSTITUTIONS HAVE EARNED THE ASSISTANCE WHICH THE FEDERAL GOVERNMENT HAS PROVIDED. HOWEVER, THE LEVEL OF SUPPORT SHOULD BE MAINTAINED OR INCREASED, NOT REDUCED OR FROZEN AND CERTAINLY NOT ELIMINATED. NEXT TO FEDERAL STUDENT AID, GRANTS DISTRIBUTED UNDER TITLE III OF THE HIGHER EDUCATION ACT ARE THE MOST SIGNIFICATION SOURCE OF FEDERAL DOLLARS COMING TO THE MEMBER INSTITUTIONS OF THE UNITED NEGRO COLLEGE FUND.

WE ARE PLEASED TO HAVE THIS OPPORTUNITY TO DISCUSS WITH YOU CONGRESSMAN JEFFERSON AND OTHER MEMBERS OUR THOUGHTS AND CONCERNS ABOUT THE FUTURE OF THE NATION'S 100 HISTORICALLY BLACK COLLEGES AND UNIVERSITIES AS THE CONGRESS CONSIDERS LEGISLATION REAUTHORIZING THE HIGHER EDUCATION ACT. WE KNOW OF YOUR LONGSTANDING CONCERN AND SUPPORT FOR OUR INSTITUTIONS. WE LOOK FORWARD TO A LONG AND FRUITFUL RELATIONSHIP IN THE YEARS TO COME.

LIKE MOST UNCF INSTITUTIONS, DILLARD STUDENTS COME FROM LOW AND MIDDLE INCOME FAMILIES AND EASILY QUALIFY FOR ALL FORMS OF TITLE IV ASSISTANCE, I.E., THEY DON'T JUST DEMONSTRATE "NEED" RELATIVE TO THE COST OF EDUCATION, THEY ARE REALLY "POOR." ACCORDING TO UNCF'S 1990 STATISTICAL REPORT -- 91 PERCENT OF UNCF'S 50,000 STUDENTS RECEIVED AID IN 1990-91, AND MOST OF THESE STUDENTS UTILIZED SEVERAL FORMS OF FEDERAL STUDENT ASSISTANCE.

I WANT TO URGE YOU, CONGRESSMAN JEFFERSON AND YOUR COLLEAGUES ON THE EDUCATION AND LABOR COMMITTEE, IN THE STRONGEST POSSIBLE AND MOST SINCERE TERMS, TO WORK THROUGHOUT THIS REAUTHORIZATION TO RECOMMIT THE FEDERAL GOVERNMENT TO ASSURING "ACCESS" AND "CHOICE" THROUGH GRANT

AID TO LOWER INCOME STUDENTS. THE MOST IMPORTANT ISSUE FACING THIS COMMITTEE, THE CONGRESS AND THE HIGHER EDUCATION COMMUNITY IN THE CURRENT REAUTHORIZATION IS RESTORING A BETTER BALANCE BETWEEN THE AMOUNT OF FEDERAL AID PROVIDED IN THE FORM OF GRANTS AND THAT WHICH IS PROVIDED IN THE FORM OF LOANS. THE REMAINING BARRIERS TO ACCESS TO HIGHER EDUCATION -- FOR AFRICAN AMERICANS, HISPANIC AMERICANS, NATIVE AMERICANS, AND SEVERAL GROUPS WITHIN THE ASIAN AMERICAN COMMUNITY -- ARE RELATED TO THE RISING COST OF A BACCALAUREATE DEGREE IN EDUCATION, AND THE ACADEMIC PREPARATION OF STUDENTS FOR COLLEGE LEVEL WORK, ESPECIALLY THOSE IN OUR URBAN CITIES AND IN ISOLATED RURAL AREAS. OF CRITICAL IMPORTANCE IN SOLVING THE COST RIDDLE, I.E., HOLDING DOWN COLLEGE COSTS WHILE MAINTAINING HIGH QUALITY, IS THE NEED TO MAKE TITLE IV GRANT AID AVAILABLE TO LOWER INCOME STUDENTS, WHILE USING LOANS FOR MIDDLE AND UPPER INCOME FAMILIES. THIS WAS CONGRESS' ORIGINAL INTENT WHEN THE BASIC GRANT AND THE GUARANTEED STUDENT LOAN (GSL) PROGRAMS WERE FIRST CREATED IN THE EARLY 1970s. SOMEWHERE ALONG THE WAY -- IN AN EFFORT TO "SAVE MONEY" AND MAINTAIN THE APPEARANCE OF ASSURING "ACCESS," CONGRESS AND PRESIDENT REAGAN CONFUSED OUR WORTHY EDUCATIONAL OBJECTIVES WITH THE NEED TO CONSTRAIN GROWTH IN THE FEDERAL BUDGET.

UNFORTUNATELY, EQUAL OPPORTUNITY WAS SACRIFICED ON THE ALTAR OF A BALANCED BUDGET. WE HAVE -- TO BORROW A PHRASE FROM

THE FRAM OIL FILTER COMMERCIAL -- A CHOICE BETWEEN PAYING NOW OR PAYING LATER!

IF AMERICA POSTPONES FOR ANOTHER FIVE YEARS A COMMITMENT TO ASSURING ACCESS TO HIGHER EDUCATION, WE WILL BE DOOMED TO A CYCLE OF ADULT ILLITERATES UNABLE TO FIND WORK, A NON-PRODUCTIVE WORKFORCE WITH HIGH LEVELS OF UNEMPLOYMENT AMONG WOMEN, LOW INCOME AND MINORITY GROUPS, A SOCIETY INCREASINGLY UNCOMPETITIVE WITH THE INDUSTRIALIZED NATIONS OF THE WORLD AND MILLIONS OF PEOPLE DEPENDENT ON GOVERNMENT FOR WELFARE, FOOD STAMPS, HOSPITAL AND HEALTH CARE, AND AN EVER-WIDENING GAP BETWEEN THE WEALTHY AND THE WOE-BE-GONE!

I BELIEVE THE SOLUTION TO THE STUDENT ACCESS, STUDENT PERSISTENCE, AND STUDENT LOAN DEFAULT PROBLEMS WE FACE ARE ALL PART OF THE EXCESSIVE RELIANCE OF LOW-INCOME, EDUCATIONALLY "AT-RISK" STUDENTS ON STUDENT LOANS.

UNCF STRONGLY SUPPORTS THE CREATION OF A TRUE PELL GRANT ENTITLEMENT AS THE ONLY MEANS FOR REDRESSING THE IMBALANCE BETWEEN LOAN AND GRANT FUNDS PROVIDED BY THE CONGRESS TO ELIMINATE THE BARRIER OF FAMILY FINANCES TO HIGHER EDUCATION ERECTED BY THE RISING COST OF A COLLEGE EDUCATION AND A FAMILY'S LIMITED DISPOSABLE INCOME THAT CAN BE DEVOTED TO HIGHER EDUCATION COSTS.

THERE IS NO MORE IMPORTANT ISSUE FACING THIS SUBCOMMITTEE AND THE 102ND CONGRESS THAN WHETHER OR NOT IT WILL, IN FACT, LIVE UP TO AMERICA'S THIRTY-FIVE YEAR OLD PLEDGE "THE SECURITY OF THE NATION REQUIRES THE FULLEST DEVELOPMENT OF THE MENTAL RESOURCES AND TECHNICAL SKILLS OF ITS YOUNG MEN AND WOMEN ... WE MUST INCREASE OUR EFFORTS TO IDENTIFY AND EDUCATE MORE OF THE TALENT OF OUR NATION. THIS REQUIRES PROGRAMS THAT WILL GIVE ASSURANCE THAT NO STUDENT OF ABILITY WILL BE DENIED AN OPPORTUNITY FOR HIGHER EDUCATION BECAUSE OF FINANCIAL NEED."

PRESIDENT EISENHOWER'S WORDS RING ESPECIALLY TRUE TODAY. FOLLOWING ON THE HEELS OF THIS NATION'S GREAT VICTORY OVER TYRANNY AND AGGRESSION IN KUWAIT, AMERICA MUST APPLY THE SAME SKILL, TECHNOLOGY, AND FINANCIAL RESOURCES TO THE WAR AT HOME AGAINST POVERTY, IGNORANCE, AND DESPAIR. WE CAN WIN THAT WAR, BUT NOT WITH MEAGER RESOURCES, HALF-HEARTED EFFORTS AND COMMITMENTS, OR LIP SERVICE TO EDUCATIONAL QUALITY AND EQUAL OPPORTUNITY.

NO, WE MUST HAVE AN EDUCATION PRESIDENT AND AN EDUCATION CONGRESS COMMITTED TO DILLARD, HARVARD, AND THE UNIVERSITY OF PENNSYLVANIA. WE MUST PROVIDE THE FINANCIAL RESOURCES THAT GUARANTEE EVERY LITTLE BOY AND GIRL -- WHETHER THEY LIVE IN BIRMINGHAM, ALABAMA OR BINGHAMPTOM, NEW YORK; CHARLESTON, SOUTH CAROLINA OR CHEYENNE, WYOMING; DETROIT, MICHIGAN OR DUBUQUE, IOWA -- ACCESS TO AS MUCH EDUCATION EVERY ANY LEVEL

THAT HE OR SHE CAN ABSORB! FINALLY, WE MUST COMMIT OURSELVES TO DIVERSITY IN HIGHER EDUCATION AND TO THE DEVELOPMENT OF ALL OF THIS COUNTRY'S HUMAN RESOURCES -- BLACK AND WHITE, RICH AND POOR, HANDICAPPED AND ABLE-BODIED, AND GIFTED AND HIGH POTENTIAL STUDENTS.

THE SAD TRUTH OF THE MATTER, MY FRIENDS, IS THAT WE HAVE RECEIVED ELOQUENT PRAISE FOR THE IMPORTANT EDUCATIONAL AND SOCIAL ROLES WE PLAY, AND WHILE WE HAVE RECEIVED BOTH PROMISES AND COMMITMENTS FROM EVERY PRESIDENT SINCE DWIGHT EISENHOWER, WE HAVE NOT RECEIVED COMMENSURATE FISCAL SUPPORT FROM ANY ADMINISTRATION AND WE HAVE NOT BEEN ABLE TO "CASH IN" ON THE VARIOUS PROMISES MADE. INDEED, IF MY COLLEAGUES AND I HAD RECEIVED EVEN ONE FIFTH OF THE SUPPORT THAT WE HAVE NEEDED TO CARRY OUT OUR UNIQUE AND HISTORIC ROLE OF EDUCATING THE NATION'S DISADVANTAGED, OUR LIVES OVER THE PAST FEW YEARS WOULD HAVE BEEN INFINITELY EASIER AND OUR INSTITUTIONS WOULD NOT HAVE FACED THE SPECTER OF CONSTANTLY LIVING ON THE EDGE. IN POINT OF FACT, ONLY IN RECENT YEARS (WITH THE SUPPORT OF THE CONGRESSIONAL BLACK CAUCUS) HAVE WE BEEN ABLE TO COUNT UPON A SOLID CORPS OF SUPPORT IN LEGISLATIVE HALLS OF THIS NATION. I KNOW THAT I SPEAK FOR MY COLLEAGUES HERE PRESENT BY STATING THAT WE ALL LOOK FORWARD TO THE DAY WHEN A PRESIDENT OF THE UNITED STATES (WHILE PRAISING OUR UNIVERSE OF INSTITUTIONS AS "NATIONAL RESOURCES"), AND WHEN THE VARIOUS MEMBERS OF CONGRESS INVARIABLY PRAISE THE SIGNIFICANT

EDUCATIONAL AND SOCIAL ROLES OF OUR INSTITUTIONS, BOTH WILL FIGHT FOR THE RESOURCES WE NEED AS VIGILANTLY AS THE CONGRESSIONAL BLACK CAUCUS AND THE SUPPORTIVE FRIENDS IN THIS SUBCOMMITTEE.

THE COLLEGE FUND HAS PROPOSED FORMAL RECOMMENDATIONS FOR THE HIGHER EDUCATION ACT REAUTHORIZATION. MY UNCF COLLEAGUES WILL REVIEW SPECIFIC ASPECTS OF THESE PROPOSALS IN THEIR TESTIMONIES. I WOULD LIKE TO SUBMIT FOR THE RECORD, THE UNCF RECOMMENDATIONS. THESE RECOMMENDATIONS HAVE BEEN INTRODUCED AS THE "COLLEGE OPPORTUNITY ACT OF 1991" BY CONGRESSMAN JEFFERSON. THE UNITED NEGRO COLLEGE FUND WOULD LIKE TO FORMALLY ENDORSE THIS LEGISLATION. I WOULD LIKE TO TAKE THIS OPPORTUNITY TO THANK CONGRESSMAN JEFFERSON AND HIS COLLEAGUES FOR WORKING WITH US AND HAVING THE COURAGE, WE BELIEVE, AND FORESIGHT TO INTRODUCE LEGISLATION SPECIFICALLY RELATING TO MINORITY EDUCATION IN THIS COUNTRY.

I WOULD ALSO LIKE TO REQUEST THAT UNCF'S ANALYSIS OF THE DEPARTMENT OF EDUCATION'S FY 1992 BUDGET BE INCLUDED IN THE RECORD. IT EXPLAINS AND ELABORATES ON MANY OF THE POINTS THAT WILL BE MADE HERE THIS MORNING, AS WELL AS INDICATING OUR VIEWS ON SOME OF THE ADMINISTRATION'S HIGHER EDUCATION ACT REAUTHORIZATION RECOMMENDATIONS, AND IT MAY BE OF SOME ASSISTANCE TO YOU AND THE OTHER MEMBERS OF THE COMMITTEE.

I HOPE THAT THE MEMBERS OF THIS COMMITTEE AND AUDIENCE WILL FIND SOME CURRENCY IN THE RECOMMENDATIONS THAT WILL BE PRESENTED HERE TODAY. AGAIN, I URGE YOU ALL TO REMEMBER THE MAGNIFICENT LEGACIES OF THE UNIVERSE OF INSTITUTIONS KNOWN AS THE HISTORICALLY BLACK COLLEGES, AND I TRUST THAT YOU WILL SHARE MY VIEW THAT THE FEDERAL GOVERNMENT HAS A MORAL RESPONSIBILITY TO BOTH PRESERVE AND ENHANCE THESE INSTITUTIONS. FINALLY, I RECOGNIZE THAT MANY WILL EXPRESS THE VIEW THAT SOME OF THE SUGGESTIONS I HAVE OFFERED ARE FAR TOO AMBITIOUS AND COSTLY. YET, I ASK THE QUESTION, WHAT IS THE ALTERNATIVE?

IF THE WHEELS OF PROGRESS ARE TO CONTINUE TO TURN, IF ALL WHO ASPIRE TO A HIGHER EDUCATION ARE TO HAVE ACCESS TO ONE, IF THE NATION'S SECURITY AND POSITION IN WORLD TRADE ARE NOT TO BE THREATENED, UNCF'S PRIVATE HISTORICALLY BLACK COLLEGES AND UNIVERSITIES MUST BE SUPPORTED AND ENCOURAGED. THE MESSAGE MUST COME FROM THE CONGRESS THAT ALL YOUNG PEOPLE WHO DESIRE POSTSECONDARY EDUCATION WILL HAVE ACCESS TO IT -- THAT NO GROUP OF YOUNGSTERS WILL BE RELEGATED TO OBLIVION AND DISCOUNTED AS PRODUCTIVE CITIZENS. IN THIS ERA WHEN COMPETITIVENESS IS ON THE LIPS OF ALL NATIONAL LEADERS, WE CANNOT AFFORD TO DISCOUNT ANY OF OUR CITIZENS.

WE ARE NOT BLIND TO THE NEED TO REDUCE THE NATIONAL BUDGET DEFICIT. IT IS OBVIOUS, HOWEVER, THAT IT SHOULD NOT BE DONE AT

THE EXPENSE OF ASPIRING, PRODUCTIVE STUDENTS. OUR REQUESTS ARE CONSISTENT WITH GOALS OF FISCAL RESTRAINT AS WELL AS LEGISLATIVE INTENT AND CONSTITUTIONAL MANDATE. THEY WILL ALSO ENHANCE THIS PARTNERSHIP BETWEEN THE FEDERAL GOVERNMENT AND UNCF WHICH IN TURN WILL CONTRIBUTE TO THE WELFARE AND SAFETY OF THE NATION AND PROTECT ITS INTERNATIONAL IMAGE WITHOUT THREATENING THE PREPARATION OF A BROAD CROSS SECTION OF ADULTS POISED TO ASSUME PRODUCTIVE ROLES IN THEIR COMMUNITIES.

AS YOU CONSIDER ALL THAT YOU WILL HEAR TODAY AND THE MANY CHALLENGES WHICH WILL BE DISCUSSED LATER, I URGE YOU TO REMEMBER THE MOTTO OF THE UNITED NEGRO COLLEGE FUND:

A MIND IS A TERRIBLE THING TO WASTE!

THANK YOU AND WELCOME.

A:\COOK.TES

Chairman **Jefferson**. Thank you, Dr. Cook.

Dr. Fort, I appreciate that you will have to leave right after your remarks. Is that right?

Mr. **Fort**. I am going to stay until this panel ends.

Chairman **Jefferson**. Good, sir. Thank you. You may proceed.

STATEMENT OF EDWARD B. FORT, REPRESENTATIVE, NATIONAL ASSOCIATION FOR EQUAL OPPORTUNITY IN HIGHER EDUCATION, CHANCELLOR, NORTH CAROLINA A&T STATE UNIVERSITY, GREENSBORO, NORTH CAROLINA

Mr. **Fort**. Before you start the clock ticking on my representation, Mr. Chairman, I would like to urge that you give me a 2 minute leave to make this beginning remark.

First of all, I want to commend you and your colleagues for having the guts, the fortitude, and the commitment to these campuses to host this hearing at this historic university. I congratulate you and Dr. Cook. And also, your young assistant, who is a potential superstar. I think she might make the Senate someday. But, I want to congratulate her for her extraordinary efforts on behalf of all of us in terms of the preliminary arrangements that she saw so diligent to make for us over the last 2 or 3 days or weeks.

And then, secondly, before the clock starts ticking, I would like to——

[Laughter.]

And incidentally, I am speaking on behalf of NAFEO, and also my institution, North Carolina A&T State University, which as you know colleagues, is the home of the Reverend Jesse Jackson, Astronaut Ron McNair of the Challenger incident, and also the Honorable Edolphus Towns, who is the chair of the American Black Caucus. All three of those distinguished black Americans are graduates of North Carolina A&T State University.

I would like to make a supplementary comment that we might get into later concerning two observations made by the Deputy Secretary, Mr. Childers.

Number one, he made a reference to the fact that $900 million has been allocated currently during the last fiscal year, or sometime during the most recent past, to HBCUs. That is good. That is good stuff. But I think that that figure might very well be taken into advisement when you compare it with the fact that in 1988, according to figures provided by the National Science Foundation, the top 50 campuses in this Nation, running from John Hopkins University to the University California, Davis, gleaned a total of $6.3 billion in total Federal appropriations, with John Hopkins University topping off at $592 million. In other words, $592,176,000 went to one institution of the top 50, and that is more than half of the $900 million that was given to 114 historically black campuses.

So when you hear figures that relate to $900 million, fine. But again, John Hopkins, as only one of the top 50, gleaned $592 million plus in total appropriations, according to the National Science Foundation, in the year of 1988. I might add, by the way, that out of those top 50 campuses, which included in the top 10, Hopkins, Stanford, Michigan, MIT, Cornell, UCLA, Michigan, Columbia University, and the University of California, San Francisco, only one

HBCU, Howard, is all that was included. It is rather interesting. But, again, $6.3 billion in 1988, 1 year. And yet, he is citing $900 million for HBCUs.

Secondly, and then, I will get to my 5 minutes, he calls for the elimination of race specificity with respect to the education by HBCUs of citizens that come to us, without regard, by the way, to race, color, creed, or socioeconomic status. The great danger in eliminating that reference to ethnicity is quite simply this. If the National Science Foundation is right, we are going to have to have the ability to produce 75,000 scientists a year by the year 2000 just to stay even with our current number two position behind Japan economic development wise. Seventy-five thousand a year, and there is no way that that talent can only be produced by the likes of the good old boy network of Yale, Harvard, Princeton, Berkeley, Michigan. That is physiologically impossible.

Secondly, by the year, and this is also National Science Foundation Data, by the year 2010, this Nation will have to produce at least 11,000 Ph.D.s per year just to stay even with our current forward moving progress. Again, in the number two position behind Japan, as far as the internationalization of economic development is concerned. If that is true, then where in the world do you think we will get all our talent? Much of it will have to come from the likes of these campuses that are represented at this table. Therefore, race specificity has to be ultimately the down range salvation of this country, economic development wise. So, to suggest that you eliminate race is poppycock, nonsense, and it is suicide.

You can do without quotas, and I will tell you later how. But, the point is, there is a relationship between the denigration of race specificity and the suicidal intent of those who would suggest that we do not have what it takes to meet the goal of the year 2000, much less the year 2010, as far as the internationalization of economic competitiveness is concerned.

So, again, my comments to respond to the Deputy Secretary—and incidentally, I make my comments as a member of the Presidential Advisory Board on HBCUs. But, I am speaking for myself and for my campus, North Carolina A&T State University.

Now, with regard to the 5 minutes, let me say this. I think that it is fairly obvious that NAFEO, which was formed in 1969 is the heartland and the bulwark of all that is necessary as it pertains to the gargantuan like move toward strengthening these 114, 115, 117 campuses that are historically black. As a matter of fact, NAFEO magnificently represents, in this instance, an enrollment of no less than 300,000 plus kids that awarded last year at least 30,000 degrees. That is a very important niche in the promulgation of economic quality for this Nation.

I might add, also, that despite the fact that black colleges and universities have not received their fair share of Federal resources, that A&T, my home based institution, and other black institutions continue to excel and to produce the kind of stuff necessary to keep this Nation alive and well.

Let me give you just three examples. A&T is the largest black campus in the State of North Carolina. It is the leading producer of black engineers in this Nation in the year 1989-90. In 1990-91, we are in a dead heat with Howard University. So here you have two black campuses, Howard and A&T, that produce more black baccalaureate degreed holding engineers than any other universities in the entire country, no matter what the color is. If you think this. Nation can survive absent engineers, you are on the wrong planet.

Secondly, I would indicate the fact that we rank second in the Nation, as far as black campuses are concerned, in the arena of sponsored research nationally, second behind Howard University. So, those two records alone denote the reality that that is an example of what this campus can do for this Nation.

Third, and last example, is the fact that a couple of years ago, A&T in a joint venture with North Carolina State, our sister institution within the University of North Carolina system, garnered an $8.4 million grant from NASA, as design research to put a man on the red planet by the year 2019. So, again, black campuses, with their white counterparts, are paving the way relative to the scientific development of this Nation as far as space research is concerned.

Now, what are our recommendations? They are six or seven in number, and they are these. Number one, as far as Title II is concerned is for library enhancement, NAFEO and our campus, specifically, are suggesting that funding over a multiyear period begin with a $20 million allocation in the first year, $15 million for the second year, $10 million for the third year, and $5 million for the fourth year, to cover the cost of not only courses of study for staff development purposes for our faculty and staff on our campuses, but also to establish much needed enhancement as far as libraries and information systems are concerned nationally, as they impact upon HBCUs.

Number two, as far as institutional aid is concerned, under the banner of Title III, I mention these. First, we recommend that the minimal grant for each institution be raised from $350,000 to $500,000. The reasons for that were cited, as pertaining to earlier discussions. It is important that we keep in mind in this regard that initially Title III was formulated for the purpose of dealing aggressively with the needs of black campuses. Then, suddenly about midway through the process, it became "for developing institutions," which cut by more than a third the amount of money allocated to black campuses. We have to find some way to make up the difference in regard to that reality.

The money is put to good use. For example, last year we received $1.3 million for Title III, one of the highest grants in the country. On that basis, among other things, we became the first black campus in this country to receive national accreditation in the Department of Accounting inside a School of Economics and Business which was also nationally accredited. How we did it? In part with the use of Title III dollars. So, the money does work.

Number two, we are suggesting that five new institutions be added to Section 326 which currently provides funding for five graduate institutions. As you know, those institutions include Drew Medical School, Meharry Medical School, Morehouse Medical School, Tuskegee Vet School, amongst others, and also Clark-Atlanta. We are suggesting that that be expanded to include the likes of the school of pharmacy, which also has a Ph.D. as far as Florida A&M is concerned, the North Carolina Central Law School, the

Southern University School of Law, the Texas Southern Schools of Law and Pharmacy. In effect, you would raise the numbers from five to ten, and we urge that you do that without jeopardizing the ongoing status of the original five.

Point number three, we are suggesting that new funding in the amount of $16 million per year be appropriated for a period of no less than 5 years, as given to the eight historically black campuses that have graduate and undergraduate programs in the field of Engineering. Incidentally, for your information, those campuses include A&T, Hampton, Tuskegee, Southern, Prairie View, Tennessee State, Howard, and Morgan State University. The reason for that is quite obvious. Let me give you just one statistic to back that up. A year ago, according to the National Science Foundation, there were 3,300 Ph.D.s in engineering produced nationally by this country, in engineering, all campuses, red, yellow, brown, white, whatever color. Of that number, only 1,600 of those 3,300 were produced by, and gained by, native Americans. Of that number, only 14 went to black Americans. So if, in fact, you are going to have to depend more and more upon black engineers by the year 2000 and beyond to get this Nation back on track as far as the internationalization of economic competitiveness is concerned, you have to increase the number of black Ph.D.s that have engineering degrees. We are saying you do that by providing no less than $16 million for a period of 5 years to enhance the infrastructure and faculty development in hiring the faculty as far as these eight campuses are concerned.

Number four, we are recommending that a separate authorization of $20 million for endowment challenge grants for HBCUs we established under Part C of Title III. That money would be used for purposes of enhancing what goes on now in sort of a limp in and limp out stage. For example, in terms of dollars, 66 HBCUs received last year 105 grants, totalling $32.9 million. That is from 1984, by the way, to 1990. From 1984 to 1990, $32.9, almost $33 million. Whereas, 198 institutions, including 66 HBCUs, received 238 grants, totalling $114 million for the same time period. So, you can see the disproportionate relationship there. We find that that has to be shored up, and the gap closed.

Then, last, we are recommending that, as an added feature of that recommendation, that a reduction in the hold out period for large grants from 10 years to 5 years be ensued. A limitation of $1 million for grants when appropriations are $10 million to $2 million for grants, when appropriations are $11 to $20 million, and no limit when appropriations exceed $21 million.

Then, last, we are recommending, strongly, and this is one that NAFEO stakes its life in it. I support that strongly. Pell Grants max awards be raised to at least $4,500, and then adjusted annually based upon the consumer price index. That the formula be changed to make the max award for living experiences $2,750, and for tuition, $1,750.

Those are my preliminary recommendations. During the question and answer period, I would be please to elaborate. Thank you, Mr. Chairman.

[The prepared statement of Edward B. Fort follows:]

TESTIMONY

BY

DR. EDWARD B. FORT, CHANCELLOR

NORTH CAROLINA A&T STATE UNIVERSITY

GREENSBORO, NORTH CAROLINA

ON

SATURDAY, JULY 27, 1991

AT THE

POSTSECONDARY EDUCATION SUBCOMMITTEE FIELD HEARING
ON REAUTHORIZATION OF THE HIGHER EDUCATION ACT

AT

DILLARD UNIVERSITY, NEW ORLEANS, LA

FOR

THE NATIONAL ASSOCIATION FOR EQUAL OPPORTUNITY IN HIGHER EDUCATION
(NAFEO)

INTRODUCTION

Mr. Chairman and members of the Postsecondary Education Subcommittee, it is indeed an honor and a pleasure to have been provided the opportunity to appear before you today, to present recommendations on reauthorizing the Higher Education Act of 1965, specifically, Titles II, III, IV, and VI. I am Edward B. Fort, Chancellor of North Carolina A&T State University, located in the All American City of Greensboro, in the great state of North Carolina.

North Carolina A&T State University is an 1890 Land Grant Institution, celebrating the 100th year of its founding, March 9, 1891. A&T State University, as we fondly refer to it, has an enrollment of 6,515 of the country's finest young men and women, matriculating in programs ranging from accounting, to engineering, to nursing, to agriculture, to education, to technology, to liberal arts and humanities, to sciences, to business, to graduate studies. These and many other academic majors are all situated in seven (7) schools and one (1) college.

Today, I am also representing the National Association for Equal Opportunity in Higher Education (NAFEO) for which I served as the Chairman of the 1991 Annual Conference Program Committee.

Before I give more details about my institution and NAFEO, I would like to thank you, Chairman Jefferson, for selecting the Postsecondary Education Subcommittee to launch your Congressional career which I am sure will be long and productive, and will distinguish you as a champion for Black colleges and universities and for equal educational opportunities for all institutions and individuals. Your request for this hearing exemplifies your concern for and your commitment to assisting your alma mater, Southern University, and other Black colleges and universities. We commend you for your leadership in providing this forum at Dillard University, for Black college representatives to articulate their concerns and to make recommendations regarding reauthorization of the Higher Education Act. I am deeply honored to participate. I also want to thank my colleague, Dr. Samuel D. Cook, for hosting this hearing at this illustrious Black institution.

Allow me at this time to preface my remarks with data relative to the National Association for Equal Opportunity in Higher Education (NAFEO). Founded in 1969, NAFEO is the membership association of 117 historically and predominantly Black colleges and universities that are private 2-year and 4-year institutions, public 2-year and 4-year institutions as well as graduate and professional institutions. NAFEO institutions are located in fourteen southern states, six northern states, three mid-western states, one western state, the District of Columbia, and the Virgin Islands. These colleges and universities enroll approximately 300,000 students and award almost 30,000 academic degrees annually.

Through the collective efforts of its membership, NAFEO works to promote the widest possible sensitivity to the complex factors involved and the institutional commitment required to create successful higher education programs for students from groups affected by the racism and neglect of the economic, educational, and social institutions of America. Our aim is to increase the flow of these students, mostly Black, into the mainstream of our society.

Since their inception in the middle and late 1800's, Black colleges and universities have produced 70% of all of the Black professionals. They were responsible for converting an illiterate people, freed from slavery by the Emancipation Proclamation in 1863 to literacy in the short span of 70 years--an unparalleled human achievement. These institutions were also in the vanguard of the civil rights movement. Students from Black colleges and universities marched and sat-in to initiate and to achieve civil rights for disenfranchised Black Americans. Thus, this nation is a freer nation today, because these students started student demonstrations and sit-ins that brought this nation to the realization of its principles of equality and parity. Yet, the contributions of Black colleges and universities are disproportionate to the level of support that these institutions have received from the federal government and the credit they should have received for their educational achievements.

In spite of the fact that Black colleges and universities have not received their share of federal resources, North Carolina A&T State University (A&T) and other Black institutions continue to excel and to be the most productive institutions in educating Black Americans. I would like to mention a few of our accomplishments at North Carolina A&T State University to illustrate this point and to present a compelling case for greater support under the Higher Education Act.

1. North Carolina A&T State University is the largest historically Black university in North Carolina.

2. North Carolina A&T State University was the leading university nationally in the production of Black engineers for the academic year 1988-89.

3. North Carolina A&T State University's graduates command second highest median salaries among all state university graduates.

4. North Carolina A&T State University ranks 2nd in annual total dollars for sponsored research among HBCUs nationally.

5. North Carolina A&T State University is the first historically Black university with a nationally accredited accounting program.

6. North Carolina A&T State University operates an $8.4 million NASA funded Mars Space Research Center with North Carolina State University.

7. North Carolina A&T State University is the lead institution in the Space Technology Development and Utilization Program (STDP), which has a consortium that includes Tuskegee University, Southern University, Central State University, Jackson State University, and New Mexico Highlands University. The STDP has an academic component which includes fellowships and scholarships for faculty and students, that has received $3.3 million, and a research component funded at a level of $5.3 million.

8. North Carolina A&T State University operates the nationally recognized Chancellor's Executive Seminars for Careers.

9. North Carolina A&T State University was awarded a $2.5 million 5-year grant by the National Science Foundation (NSF) to annually place students into the PhD programs in encompassing fields of Electrical Engineering, Computer Science, and Telecommunications Technology.

Many other Black colleges and universities can boast of accomplishments which position them to help this nation meet the challenges of educating our emerging work force and recapturing our competitive edge. I am sure, however, that our collective reauthorization recommendations will show the need for a greater federal role in ensuring that Black colleges and universities are fiscally and programmatically strong and prepared to continue their legacy of excellence.

REAUTHORIZATION RECOMMENDATIONS

Recently, NAFEO organized a Task Force to review various Higher Education Act reauthorization proposals prepared by educational organizations and to develop additional proposals that would reflect the unique interests of NAFEO institutions. The Task Force was composed of experts from our campuses who have broad administrative, teaching, and research experiences, and knowledge of federal programs. Although the work of the NAFEO Task Force has not been finalized and endorsed by the entire membership, I feel confident that the recommendations which follow will highlight some critical needs of NAFEO institutions that can be addressed within the framework of the Higher Education Act. Following this hearing, we would be glad to provide you with further justifications, authorization specifications, and/or legislative language.

TITLE II: ACADEMIC LIBRARY AND INFORMATION TECHNOLOGY ENHANCEMENT

We recommend the creation of Part E which would provide a program for strengthening Library and Information Science Programs in Historically Black Colleges and Universities.

Under this section, the Secretary would make grants to and contracts with HBCUs and library organizations or agencies which have approved programs in library and information science to assist them in the education and training of Black students and other minorities in areas of critical need at the undergraduate and graduate levels. Historically Black Colleges and University campuses, that have shown a strong commitment in support of improving library facilities, either through new construction or/and renovations, should have available to them a supporting program with funding over a multi-year period, beginning with $20M in the first year, $15M for the second year, $10M for the third year, and $5M dollars for the fourth year. The grants or contracts would be used to help cover the cost of courses of study or staff development, including short term or regular session institutes; to establish and maintain fellowships or traineeships with stipends for fellows who demonstrate need and who are pursuing a graduate degree; and to establish, develop, or expand programs of library and information science, including new techniques of information transfer and communication technology.

A program of special assistance is needed, because many HBCUs are not participating effectively in state, regional, and national electronic networks. Participation is impeded due to a lack of adequate training in planning and use of equipment and computer software that facilitate resource sharing. Inadequate funding for continuing education and improved training has prevented HBCUs from keeping pace with the rapid technical changes in library science. Staffs, therefore, have not been able to develop and maintain competence in the use of new technologies.

Furthermore, the two HBCU programs that have educated the largest number of Black librarians, Clark-Atlanta University and North Carolina Central University, can demonstrate that the availability of fellowships has a significant impact on the enrollment and graduation of Black students in Library Science at these institutions.

The following chart graphically illustrates the preceding comment.

NORTH CAROLINA CENTRAL UNIVERSITY SCHOOL OF LIBRARY AND INFORMATION SCIENCES; NUMBER OF TITLE II-B FELLOWSHIPS; PERCENTAGE OF BLACK ENROLLMENT; NUMBER OF BLACK GRADUATES

Year	Number of fellowships	Percent of black student enrollment	Number of black MLS graduates
1978-79	5	58%	23
1979-80	2	55%	14
1980-81	2	49%	7
1981-82	3	49%	13
1982-83	2	45%	22
1983-84	2	48%	8
1984-85	3	51%	8
1985-86	2	49%	5
1986-87	1	37%	9
1987-88	1	31%	9
1988-89	0	28%	8
1989-90	0	26%	8
Total	22	mean 40%	134

As HBCUs expand their graduate programs, it is particularly important to strengthen library resources. A separate program for strengthening library and information science programs will augment other initiatives to strengthen HBCUs and will recognize that the Title III Program should not be the only program which reflects a national commitment to strengthening these national resources.

TITLE III: INSTITUTIONAL AID

The following recommended changes in Title III, Parts B and C have been agreed upon by the NAFEO membership.

(1) We recommend that the minimum grant for each institution be raised from $350,000 to $500,000.

Over the past five years, appropriations have risen from approximately $45 million to almost $88 million. Yet, fifteen of the neediest one hundred and three (103) eligible institutions have not gotten an increase from the minimum grant of $350,000. We agree that a change in the minimum award to $500,000 would better equalize the funding among the undergraduate institutions. Additionally, Title III has been extremely important for the enhancement of HBCUs. We received an award of $1,385,975 for FY 1991, bringing our grand total to $14,154,249 since we began participating in the Title III program. At North Carolina A&T State University, we have used these funds to develop and implement the following program examples, as well as, many other academic, administrative and student oriented programs and activities, essential to the continued development of our institution:

1. A successful Freshman Studies Program, designed, tested, and fully instituted to assist all freshman students to adjust viably to the academic environment.
2. The Teacher Education Program, accredited by the National Council for the Accreditation for Teacher Education (NCATE).
3. The School of Business and Economics, accredited by the American Assembly of Collegiate Schools of Business (AACSB).
4. The Department of Accounting, accredited by the American Assembly of Collegiate Schools of Business (AACSB).
5. The University has developed and/or expanded several new and innovative programs which attract students to its campus, including transportation, mass communications, landscape architecture, food science, industrial technology, civil engineering, industrial engineering, chemical engineering, agricultural education, computer science, educational media, nursing, and educational leadership and policy.

My colleagues on other HBCU campuses have used these funds similarly as illustrated in Appendices A & B. Clearly, in 1987, 1988, and 1989, our highest priorities for uses of Title III funds were for improvement of academic programs and student support services, and I am sure that these priorities will persist. We will need significantly higher appropriations over the next reauthorization period in Title III as well as in other education programs if we are to adequately address the many needs on our campuses.

(2) We recommend that five new institutions be added to Section 326 which currently provides funding for five graduate institutions.

Five institutions (i.e., Clark-Atlanta University, Charles Drew University School of Science and Medicine, Meharry Medical School, Morehouse School of Medicine, and Tuskegee University School of Veterinary Medicine) now receive funding under Section 326 to strengthen and enhance their abilities to train Black

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professionals in areas critical to the national interest. There are additional institutions in our sector with graduate and professional programs of equal importance to the national interest. The five new institutions include the Florida A&M University School of Pharmacy and Pharmaceutical Sciences which offers the Ph.D., the North Carolina Central University School of Law, the Southern University School of Law, the Texas Southern University Schools of Law and Pharmacy which would have one share, and the Xavier University School of Pharmacy.

Inclusion of these institutions in Section 326 would strengthen and encourage research and enhance the production of PhDs and legal scholars. The addition of the five new schools would also provide a window of opportunity for other HBCUs which are developing doctoral and professional programs. In this regard, we would like to have legislative language that would permit the inclusion of other HBCUs which meet eligibility requirements over the reauthorization period, thereby, reducing the need for legislative amendments as they emerge.

In testimony presented on December 10, 1990, at the Education and Labor Committee Oversight Hearing, it was recommended that a program of support be provided for HBCUs to add the capacity to produce PhDs. I want to reinforce this appeal as we address reauthorization of the Higher Education Act. One avenue would be to expand Section 326 of Title III to admit new schools when they meet eligibility requirements and provide planning grants for HBCUs which have the capability of offering graduate and professional programs.

Historically Black Colleges and Universities are the largest producers proportionately of Blacks receiving baccalaureate degrees annually. Approximately 100 institutions--3 percent of the total higher education universe--enroll almost 250,000 students which is about 20 percent of the 1.1 million Blacks enrolled in higher education. Yet, we graduate about 20,000 students annually or approximately 40 percent of the 56,000 Blacks who receive baccalaureate degrees annually. Given this success, it is important that we now turn our energies to producing PhDs. This nation is now producing about 800 Black PhDs per year. In the year 1976, we produced over 1,000 Black PhDs.

We are suggesting that our success in educating Blacks historically, as well as our current level of productivity, warrant additional support from the federal government to develop graduate programs at the PhD level. There is ample precedence for this support. In the 1960's, the National Science Foundation, where the Graduate Centers of Excellence in Science and Technology were established, poured huge sums of money into predominantly white institutions to increase their strength in offering the PhD, particularly their capability to produce PhDs in the sciences for the nation. NSF granted funds for buildings, additional faculty, student support, and for infrastructure development. With this model in mind and our national imperatives, we are recommending that a similar program of support and infusion of federal dollars be provided for Historically Black Colleges and Universities. Building on our unrivaled success in producing Black scholars, leaders, and legislators, such support would enable us in a more affirmative and accelerated fashion to participate in the business of producing Black PhDs in areas that are critically needed by this nation.

As an extension to the recommendation of adding five new schools to Section 326 of Title III-B, I want the Subcommittee to look at this section (or create a new section) as a possible avenue for providing special support to institutions which have begun graduate programs and those which have some of the key ingredients on which to build. However, I am proposing a more comprehensive strategy for moving Historically Black Colleges and Universities, as a sector, into graduate education at the PhD level to address the under-supply of Black PhDs which this nation needs. Black colleges and universities, the miracle workers of the past 100 years in educating the majority of Black professionals, can continue to be miracle workers of the next century with adequate federal support and commitment.

We have been pursuing inclusion of the five new schools for four years, and we have included a "hold harmless" provision for the participating five institutions throughout the current authorization. It is particularly important to increase the authorization level of Section 326 to accommodate the five new schools and to accommodate emerging schools.

(3) We recommend that new funding, in the amount of $16 million per year, be appropriated for a period of five (5) years to support infrastructure enhancement for the eight (8) Historically Black Colleges and Universities that have Schools of Engineering.

Infrastructure enhancement dollars must be made available to the eight (8) Historically Black Colleges and Universities, with Schools of Engineering. Data provided by the NSF for FY 1988, indicated that America's colleges and universities produced 3,326 PhDs, of this number, only 1,681 were native borne, and of that number, only 14 were Black Americans. If by the year 2010, America must produce a minimum of 11,000 PhDs annually, in fields of science and engineering, then we are sure to have a major problem, this is because the "good old boy" network of institutions, (Harvard, MIT, Georgia Tech, CalTech, Michigan State, North Carolina State University, etc.), will not be able to meet the challenge.

(4) We recommend that a separate authorization of $20 million for Endowment Challenge Grants for HBCUs be established under Part C.

In 1983, with the establishment of the Challenge Grant Program, Dr. Fred Patterson, the late founder of the United Negro College Fund and President of Tuskegee University, realized his dream for the federal government to play a major role in ensuring the financial stability of HBCUs. From 1984 - 86, HBCUs received about 50 percent of the funds as a result of the application of an existing HBCU set-aside in Title III. After the removal of this set-aside in the 1986 Amendments, HBCUs received only 13 percent of the funds from 1987 - 1990. Specifically, in 1987, only 3 of the 36 grants went to HBCUs; in 1988, 8 of the 24 grants went to HBCUs; in 1989, 5 of the 20 grants went to HBCUs; and in 1990, only 2 of the 22 grants went to HBCUs.

In terms of dollars, 66 HBCUs received 105 grants/grant reservations, totalling $32.9 million, from 1984 - 1990. Whereas, 198 institutions, including the 66 HBCUs, received 238 grants/grant reservations, totalling $114.5 million, from 1984 - 1990.

Clearly, the program initially targeted for HBCUs is no longer adequately serving this population. A special authorization for HBCUs would restore the original intent and would reflect the nation's commitment to preserving these national resources, thereby helping to leverage private resources. Moreover, this recommendation would reinforce the President's budget proposals and his Educational Excellence proposal to provide an endowment set-aside for HBCUs to ensure their fiscal stability. This recommendation also has the support of the higher education community.

In addition, regarding the Endowment Challenge Grants, I would ask you to consider: (a) including some flexibility in the legislation which would allow any HBCU with the capability to generate endowment support to participate in the program; (b) removing language which penalized those HBCUs which have been more successful in building their endowments in the private sector; and (c) perhaps including a classification of HBCUs according to their fundraising potential and level of endowment.

Even though some HBCUs, including Hampton University, have been very successful in building their endowments, they do not match their majority counterparts. There are not HBCUs on the list of 100 institutions with the largest endowments. Furthermore those with significant endowments are all private institutions which are not guaranteed public support to operate, and, therefore, must raise funds for endowment building as for general operations. Federal endowment assistance would allow them to use more of the funds they raise for expanding their programs and improving their facilities.

As an added feature of this recommendation, we are seeking: (1) a reduction of the hold-out period for large grants from ten years to five years; and (2) a limitation of $1 million for grants when the appropriations are $10 million, $2 million for grants when appropriations are $11 - 20 million, and no limit (or a higher limit) when appropriations exceed $21 million.

TITLE IV: STUDENT FINANCIAL AID

1. We recommend that the Pell Grant maximum award be raised to at least $4,500 and be adjusted annually based on the Consumer Price Index, and that the formula be changed to make the maximum award for living expenses $2,750 and for tuition $1,750 (or 25%).

Our primary concern in addressing the monumental problem of the imbalance of grants to loans is to increase the Pell maximum and, thereby, minimize borrowing for low income students. I am aware that there is considerable controversy over how a Pell Grant maximum of $4,500 could be paid for without an entitlement. Yet, current budget restrictions make an entitlement a remote possibility, according to some analysts and legislators. Others fear that a Pell Grant entitlement would erode the remaining campus-based programs.

We do not have the answers. We only know that this nation must find a way to invest in its human resources if we are to regain our competitive edge and prepare our emerging workforce for our technology-based workplace. We must, therefore, take whatever measures necessary to provide attractions to and financing of postsecondary education. We cannot continue to boast of our goals of access and choice for the masses and simultaneously force those who need financial help the most to borrow huge sums disproportionate to their family incomes and to their initial earning power.

Furthermore, forcing students who should be receiving grants as the primary source of financing their education exacerbates the loan default problem for which institutions are being held liable. Black institutions, which have traditionally served the disadvantaged populations, are being threatened with expulsion from student aid programs and subjected to sanctions which drain their resources and damage their reputations. Therefore, not only do needy students bear the burden of loans, but institutions that serve large numbers of them are penalized and stigmatized.

A majority of students attending Black colleges and universities are from low-income families. I am sure, therefore, that the panel of financial aid experts will give expert testimony on the difficulties that we experience in putting together a financial aid package for our students and in helping them complete the cumbersome application process. I would like to reinforce the concerns that I am sure have been expressed by giving some data on my institution which is fairly typical of our large public Black institutions. Putting financial aid packages together in our private Black institutions is even more difficult.

1991-92 ESTIMATED COST OF ATTENDANCE AT
NORTH CAROLINA A & T STATE UNIVERSITY

	FULL TIME UNDERGRADUATE OR GRADUATE	
ON CAMPUS	**RESIDENT**	**NON-RESIDENT**
Tuition and Fees	$ 613	$ 3,141
Living Expenses	1,295	1,295
Books/Supplies	248	248
Transportation	228	285
Miscellaneous	551	551
Per Semester	$2,935	$ 5,520
Per Year	$5,870	$11,040
OFF CAMPUS		
Tuition and Fees	$ 613	$ 3,141
Living Expenses	1,475	1,475
Books/Supplies	248	248
Transportation	223	301
Miscellaneous	867	867
Per Semester	$3,426	$ 6,032
Per Year	$6,852	$12,064
WITH PARENTS	**(NO DEPENDENTS)**	
Tuition and Fees	$ 613	$ 3,141
Living Expenses	750	750
Books/Supplies	248	248
Transportation	223	301
Miscellaneous	867	867
Per Semester	$2,701	$ 5,307
Per Year	$5,402	$10,614

Again, access to university campuses is a monetary consideration, and thousands of Black students do not have the money necessary to enroll. Therefore, we are requesting consideration be given for establishing a multi-million-dollar scholarship program, to provide assistance that will assure accessibility for this economically disadvantaged group of youngsters to matriculate in disciplines critical to the national need as engineering, science, math and computer science, and technology.

The average family income of students who receive need-based assistance at A&T is $14,800. Even though their family incomes are very modest and insufficient to support the costs outlined above, many of these students are not eligible for a maximum Pell Grant and must, therefore, borrow. Consequently, the average student indebtedness at graduation is $8,500, more than a third of their family income.

Increases in the Pell Grant maximum to $4,500, with $2,750 maximum for cost of living, $1,750 (or 25%) maximum for tuition, and changes in the expected family contribution (EFC), would significantly increase the grant portion of the financial aid package for our students and would considerably reduce the loan levels. If we could accomplish this, we would send a clear message that the nation is serious about and committed to our goals of access and choice, and that investment in its human resources is a top priority.

2. We recommend that a simplified need analysis system be implemented, including a single, simplified application form.

A more simplified system and application process would reduce our administrative burden tremendously. In addition, many of the students that we recruit would not be discouraged from applying. Consequently, our enrollments could increase as a result of a more simplified financial aid application process and a higher percentage of grant aid. Many of our students are the first generation to attend college, and they receive little help in the application process from their families. Therefore, our staffs must help more extensively which necessitates considerable resources.

3. We recommend that all of the campus-based programs, SEOG, CWS, and Perkins Loans be retained and increased, and that flexibility be permitted to transfer 25 percent of the funds among programs.

Even with the prospect of a higher Pell Grant maximum, the campus-based programs are critical ingredients in the financial aid package of students at Black colleges and universities. Any effort to increase Pell should not eliminate the other campus-based programs. Elimination of these programs would be as damaging as the continual escalation of loans. For the school year 1990-91, A&T needed an additional $3,178,902 to meet the full monetary needs of our students after family contributions and financial aid.

Although we support greater flexibility in the transfer of funds among programs, we do not support any increase in institutional matches which would present a hardship at most of our institutions. Waiver provisions should be retained to help institutions which have difficulty meeting match requirements.

4. We recommend inclusion of a provision to forgive students for Guaranteed Student Loans (Stafford) if they persist and graduate in special areas, such as engineering, science and technology and other areas of great national need.

One of the greatest challenges before this nation, as it attempts to regain its competitive edge and accelerate its productivity, is to increase the number of students, particularly minority and low-income, in higher education and to encourage them to excel and graduate in math, science, and engineering fields. As you deliberate the reauthorization of the financial aid programs, we ask that you consider the problems created by the imbalance of grants to loans, specifically how this imbalance denies access and choice for the groups of students who are in greatest need and whom this nation will need to be the most productive in the next century.

We need to increase the number of students going into engineering, science and technology from the disadvantaged sector if we are going to meet our workforce mandates and ensure our world competitiveness. Our federal financial aid programs are the vehicles to respond to the needs of low-income populations that we are trying to motivate, educate, and utilize in our quest for economic and scientific competitiveness and solutions to world problems. Thus, some type of carefully crafted loan forgiveness program would be a beginning step towards guaranteeing that our financial aid programs truly provide access and choice and stimulate students, particularly minority and low-income, to go into areas critical to the national interest.

TITLE VI: INTERNATIONAL EDUCATION PROGRAMS

1. We recommend that Subsection (a) of section 602, the Graduate and Undergraduate Language Area Centers, be amended to include programs of linkage or outreach with pre-school, elementary, and secondary schools in order to provide a bridge for the wide array of Black American children who will enter Historically Black Colleges and Universities in pursuit of international global education.

2. We recommend that Subsection (b) (1) of section 602 be amended to provide that not less than 20 percent of the stipend recipients should go to developing programs at minority schools and institutions with more than 50 percent minority population in order that these institutions will be assured of receiving a fair proportion of the appropriated funds.

3. We recommend, in order to address the critically low percentage of Black Americans pursuing international careers, that a new section 604 (b), Undergraduate International Studies and Foreign Language Programs, be included to provide

   that not less than 20 percent of all Title VI grants be authorized for developing centers and programs at HBCUs and other minority institutions to increase the involvement of minorities in international affairs.

Grants under this section would be used for developing and enhancing self-sustaining maintenance and growth; providing stipends for minority undergraduate and graduate students pursuing degree requirements in foreign languages, foreign areas studies, and other international fields; expanding library and teaching resources; providing student aid for study and internship abroad programs; and eliminating any cost sharing provisions so as not to add an additional burden to the budgets of these institutions.

The overall purpose of the foregoing recommendations is to increase the institutional capacity of the Historically Black Colleges and Universities to educate faculty and students about international studies and careers.

American students are graduating in a world where they will work alongside well-prepared, globally sophisticated foreign competitors. Across the disciplines, college degrees have come to mean very little, because they are not well grounded in international studies. University courses and activities remain dispersed throughout the curriculum in a highly uncoordinated and fragmented manner with no specific overall mission on the part of the institution. Nonetheless, the fate of America's future political and economic well-being rests on the ability of universities to educate faculty and students about international studies.

This situation worsens when the status of international courses and activities are considered at Historically Black Colleges and Universities. Faced with an evergrowing austere financial dilemma, the HBCU has not been able to fund international courses, internships, study abroad programs, research and other activities that are necessary for preparing Black American students to compete in a global society.

Historically, representation of Black Americans has been low in international careers and participation in the formulation of American foreign and management policy has been basically nil. The Black American population must be equipped at all levels with an understanding of different cultures, the economic and political interdependence linkages between nations, a grasp of basic language skills, and the ability to contribute to global research and information networks.

A report presented by Congressman Kwesi Mfume (D-MD) at a 1989 forum sponsored by TransAfrica indicated that in the U.S. State Department there were only 252 Black Americans among 4,166 Foreign Service Officers and only 17 among the 714 senior officers. Also, there were just 6 Black American Ambassadors posted in Africa. He further noted that of the 60 Mission Chiefs similarly situated in five principle offices, and in the USIA, which has responsibility for telling America's story abroad, there are only 6 Blacks among the 166 at the executive and senior level and 54 among the 744 total commissioned Foreign Service Information Officers. These statistics have been documented in three separate 1989 reports: The Bremen Report, the Thomas Commission, and the GAO Report.

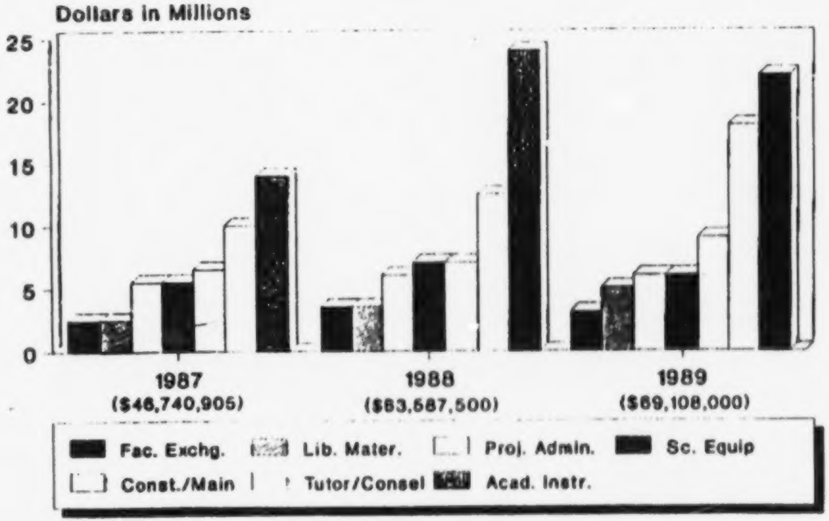
The scarcity of Black Americans in Foreign service is not confined to the U.S. State Department, but also other federal agencies, academia, multilateral and non-governmental organizations, international business and banking, development planning, international law, and consultancies. Particularly in business and banking, Black American under-representation is even more severe.

Geopolitically, America's national interest suffers when our diplomatic apparatus, charged with understanding and dealing with a world that is 87% non-white, itself contains fewer than 10% non-whites. Most international conflicts since the 1960's have involved people of color: the Bay of Pigs, Vietnam, Iran, Beirut, Central America, and the Middle East.

Under-representation of minorities has dire consequences for the business sector as well as for multicultural understanding in major societal institutions. This situation reduces the hard won fight to participate fully in all aspects of American life. It robs the Black American community of a high level of skills, experience, knowledge, and worldview.

In concluding, I want to thank you, Chairman Jefferson, and other members of the Postsecondary Education Subcommittee for holding this hearing and for providing me the opportunity to participate. Again, I applaud your leadership in seeking the views and recommendations of the Black college community on reauthorization of the Higher Education Act. We look forward to working with you on reauthorization and other issues.

TITLE III GRANTS, EXPENDITURES BY TYPES 1987-1989



From unpublished report, D.o.E.

APPENDIX B

TITLE III, PART B EXPENDITURES AND ACHIEVEMENTS

Appropriations and Distribution of Funds from 1987-1990

1. $263.3 million was appropriated for the Title III B Program.

2. Approximately 100 HBCUs received on the average about $601,310 a year each.

3. The number of institutions which received the floor of $350,000 declined from 41 in 1987 at an appropriation level of $46.7 million to 14 in 1991 at an appropriation level of $87.8 million.

Institutional Productivity from 1987-1990

4. The enrollment of HBCUs increased from 217,921 to 246,000--an increase of over 13%.

5. A total of over 400,000 HBCU students were Pell Grant recipients.

6. The number of Pell Grant recipients in HBCUs increased by 5.8% between 1987 and 1990 (i.e., 106,501 in 1987 and 112,278 in 1990)

7. The percentage of undergraduates from HBCUs entering graduate school increase from 13% to 16%.

8. At the same time, the HBCUs are more productive in graduating students of advanced standings. In 1987, there were 114 doctorates conferred to Blacks from a total of 105 HBCUs. In the same year, 1,060 doctorates were conferred to Blacks from all U.S. institutions combined. Thus, HBCUs are graduating, on a per institution basis, three and a half times more Black Ph.Ds than all U.S. institutions. The ratio rises to about 6 times for masters degrees. The ratio could be higher if we calculate it on the basis of those institutions that have doctoral or masters programs. There are 12 HBCUs that grant doctorates and 48 institutions that grant masters degrees.

Priorities for Uses of Funds from 1987-1989

9. Of the money received from Title III, there have been shifts and changes in the spending patterns over the years. However, development of new academic programs is the major expenditure; on the average, about 32.7% a year between 1987-1989. (See Appendix A).

10. The second major expenditure is Tutoring/Counseling and other student services. Together, they account for over 50% of the money spent each year between 1987-1989. (See Appendix A).

11. In 1987, about 50.5% of the Title III money was spent on development of new academic programs and for student services; in 1989, the percentage increased to 56.5%, yielding a marginal increase of 11%.

12. Such increases can be expected from the increases in enrollment given the fact that these expenditures are student-oriented. Over the same period of 1987-1989, enrollment increased by 9.7%.

In light of the foregoing facts, two observations can be made: (1) the increase in allocation of funds to student-oriented activities is driven by the increase in enrollment, and (2) the relatively close match of the increase in funding allocation and enrollment - 11% and 9.7%--shows that HBCUs respond to the challenge effectively and apply the Title III money efficiently.

Appendix C
Summary

Preliminary Analysis of a NAFEO Survey of Historically Black Colleges and Universities to Determine Impact of Title III Grants

1) **Title IIIB grants have been an integral part of the progress of the HBCUs towards excellence and self-sufficiency.** The responses to the NAFEO survey show that between 1987-1991, on the average, 70% of an institution's annual budget for Faculty Development was supported from Title IIIB funds; 42% of the budget for Academic and Instructional Programs; 27% of the budget for Institutional and Research Equipment; and 23% of the budget for Student Services.

2) **Title IIIB money has also been used for administrative purposes.** The registration process has been computerized in some institutions, and for other institutions, grant management and information management have been computerized.

3) **To continue to raise the graduation rate has been a primary goal for HBCUs.** Again, virtually all HBCUs have used the Title IIIB grants to develop freshman seminars, pre-college summer programs, special recruitment programs, developmental studies programs, remedial study skills centers, counseling and tutoring. Between 1984 and 1988, it has been reported by some institutions that retention improved from 50% to 70%.

4) **Academic programs that have long been identified as severely under-represented by minorities are add or enhanced with the Title IIIB grants.** Among others, physics, computer sciences, environmental sciences, physical/occupational therapy, telecommunications, nursing, mass communications, journalism, special education, and rehabilitation have either been established or improved in virtually all of the HBCUs. As the statistics in (1) above show, almost half of the money came from the Title IIIB program.

5) **What deserves special mention is the progress that HBCUs have made in the area of Hotel and Restaurant Management.** Several new hotel and restaurant management programs have been established in the last 5 years. The success and the need for these programs are evidenced by the overwhelming number of applications. In part, these programs are the HBCU response to the lack of small business enterprises owned and managed by minorities in the U.S. Additionally, these programs address the widening opportunities in the tourist and restaurant industry and the aspirations of minorities to either own or manage the establishments.

6) **Academic programs are enhanced through equipment acquisitions and renovation of laboratory facilities.** Audiology labs, industrial and engineering centers have been renovated and enhanced with state-of-the-are equipment. Numerous computers have been purchased for instructional as well as for research purposes. Satellite dishes have been purchased, and other network connections have been established. One institution renovated a building with the Title IIIB money to provide an industrial-like environment, including a kitchen for its Hotel and Restaurant Management program. Another school applied some of its money to establish joint programs with local TV stations for its Mass Communications and Journalism programs.

7) **Academic programs have also been enhanced through improved faculty quality.** As the statistics in (1) show, Title IIIB plays a critical role in this area. Dozens of faculty members have been able to receive terminal degrees in their field through the Title IIIB grants, and dozens more are at the dissertation stage. In addition, various innovative faculty development programs have been developed. For example, one institution developed Thinking Centers where faculty members can attend seminars with will-known scholars and share experiences and knowledge in writing, teaching, and researach. A few institutions also developed computer literacy programs for faculty members. Significant progress in development requires innovative programs, and Title IIIB has provided money where the traditional route has proven to be difficult.

8) **Faculty and student research have been complemented by library facilities.** Indeed, most of the respondents have allocated some Title IIIB money for library activities. While it does not constitute a large portion of the institutional budget, a full 40% of the responding institutions used their Title IIIB grant for the much needed library automation and devices that facilitate search for materials.

9) **The Title IIIC Endowment Grant has yet to become a functional component of the operating budget.** The percentage that the Title III Endowment Grant constitutes in the total endowment of an institution varies widely, ranging from about 5% to as high as 45%, with an average of about 40%. On the average, less than 1% of the income for the operating budget for an institution came from the income yield from the Title III Endowment. (Our final analysis may show a different impact.)

10) **HBCUs are preparing themselves for the next century.** Goals for the next five years are set and plans developed. The survey shows that between 1992097, average costs to support these new plans will be increasing about 25% annually in the area of academic and instructional programs; about 20% in the area of funds development and institutional advancement; about 10% in the area of library materials; about 8% in the area of faculty development; and about 5% in the area of student services.

Chairman **Jefferson**. Thank you, Dr. Fort.
Dr. Moore?

STATEMENT OF WILLIAM MOORE, VICE CHANCELLOR OF ACADEMIC AFFAIRS, SOUTHERN UNIVERSITY, BATON ROUGE, LOUISIANA

Mr. **Moore**. Mr. Chairman, I am here in a dual role of representing the Southern University system and the Baton Rouge campus. I am academic Vice Chancellor on the Baton Rouge campus.

The Southern University system consists of four entities which are strategically located throughout the State of Louisiana. They consist of a 2 year campus in Shreveport, a law center in Baton Rouge, an urban commuter campus in New Orleans, and a Level III doctoral institution in Baton Rouge. The Southern University system is the only system of higher education within the Historically Black College and Universities community.

I am pleased to have the opportunity to appear before your committee this morning. I commend you on the broad based and methodical approach you are taking to obtain valuable input on the reauthorization of the Higher Education Act. For indeed, as has been pointed out already, some of the noteworthy accomplishments of our universities have remained well-kept secrets. It is through the regional hearings that we are able to tell you, on our turf, what we are doing. We think you will find our hospitality warm and less intimidating than is usually the case around the Potomac.

Although I am a part of the Southern University system, I will confine most of my remaining 4 minutes to the Baton Rouge campus, the largest and oldest unit within the system. Southern University, Baton Rouge, is an 1890 land grant institution with an enrollment in excess of 9,000 students. The history of the university is punctuated with achievements of its graduates. For example, the university claims among its graduates seven generals in the United States Army, which at my last count, is more than 25 percent of all generals produced by 1890 land grant institutions.

The prominent role that the university has played in graduating a significant percentage of minority lawyers is no doubt well-known to this committee. Southern University also has a long and distinguished history as one of the leading HBCUs to produce graduates who have earned the Ph.D. degree in political science, chemistry, and the biological sciences. In fact, the university has traditionally led all schools in producing black political scientists who have a Ph.D.—note that I say at all schools—who have attained a Ph.D. in political science, and has ranked in the top four in producing graduates who have obtained a Ph.D. in chemistry.

What is little known, however, is that during the period 1985 through 1989, 10 percent of all blacks in the United States who received a Ph.D. in physics graduated from Southern University in Baton Rouge. This is, indeed, a major accomplishment given the large number of colleges and universities we have in this country.

Further, Southern University provides a wholesome, intellectual, and cultural environment for the development of leaders among its graduates. In 1990, three former student government association presidents served in the Louisiana legislature. Today, as I speak to you, I should remind this distinguished committee that one of your peers is a Southern University graduate, who is also the first black to be elected to the United States Congress from Louisiana.

My point for mentioning these examples is not to suggest that other HBCUs do not have similar claims. Indeed, many of them do, as you have already heard. In fact, the unbelievable achievements of such institutions should be sufficient justification for the various requests which have been made in behalf of HBCUs with regard to the proposed Higher Education Act revisions.

To date, several persons have presented recommendations to this subcommittee for increased funding for the Title III component of that act. The Southern University system supports these recommendations. Of course, I will not reiterate them in detail. We especially give our strong support to the recommendation which called for expansion of Part B activities under Title III. These include increasing the minimum Part B grant from $350,000 to $500,000. We also strongly endorse the expansion of the graduate school support which was outlined in sufficient detail by Chancellor Fort. I will not go into that.

On behalf of Southern University I wish to make a special appeal for a change in the authorizing language to use Part B funds so that institutions might be able to achieve goals of the university's program in cases where such goals are not specifically authorized. In other words, we are calling for flexibility in the language.

I will not comment on some of the benefits of Title III in producing exemplary programs at the university, as did the two previous presenters. I have it in the written text. Some of them are so exemplary, though, that it is difficult to resist the temptation of not commenting on them. But, I will go to the conclusion of my comments, and just indicate that we view one of our programs, the Honors Program, as one which will directly address this underrepresentation of minorities in all fields, Ph.D.s, and is the unique way that we are approaching the Honors Program that will allow us to do it.

Achievements at Southern University described herein are those, which as I said before, have been experienced by other institutions. What they do is, they underscore the fact that there are creative solutions to some of the more difficult academic problems we face at Historically Black Colleges and Universities. They also point out that many of these difficult learning challenges require funding beyond traditional formulas. Many such programs at Southern University are supported through Part B funding of Title III. This is one of the reasons we recommend reorganization with greater flexibility in language. We are confident this type of support will enhance this Nation's chances of achieving true global competitiveness.

I thank you for the opportunity to share some of our views at our institution with this important subcommittee. Thank you very much.

[The prepared statement of William Moore follows:]

STATEMENT

to the

SUBCOMMITTEE ON POSTSECONDARY EDUCATION
COMMITTEE ON EDUCATION AND LABOR
UNITED STATES HOUSE OF REPRESENTATIVES

New Orleans Field Hearings

July 27, 1991

by

William E. Moore - (WM)
Vice Chancellor for Academic Affairs
Southern University
Baton Rouge, Louisiana

Pg. 6 of testimony

Mr. Chairman and Members of the Subcommittee

I am William E. Moore , Vice Chancellor for Academic Affairs at Southern University in Baton Rouge. I am pleased to have the opportunity to represent Dr. Dolores R. Spikes, President of the Southern University System and Dr. Marvin Yates, Chancellor of Southern University at Baton Rouge. The four entities which constitute the Southern University System are strategically located throughout the state of Louisiana. They consist of a two-year campus in Shreveport, a Law Center in Baton Rouge, an urban commuter campus in New Orleans, and a Level III Doctoral institution in Baton Rouge. The Southern University System is the only system of higher education within the Historically Black College and University (HBCU) Community.

I am pleased to have the opportunity to appear before your committee this morning. I commend you on the broad based and methodical approach you are taking to obtain valuable input on the reauthorization of the Higher Education Act. For indeed, some of the noteworthy accomplishments of our universities have remained well kept secrets, and it is through these regional hearings that we are able to tell you what we are doing on our turf. We think you will find our hospitality warm and less intimidating for us than some of the sites near the Potomac.

By way of experience, I have spent my entire professional career as a university professor, having had the privilege of holding full-time teaching or administrative appointments at four historically black institutions. I have also served as visiting or adjunct professor at four other majority institutions -- the latter representing some of the finer examples of tradition, elitism, and ethnic purity. I mention these things not in the interest of self indulgence, but because I believe these experiences have given me the opportunity to observe and participate in a spectrum of educational programs, many of which have relevance to the concerns of your committee, and some to which I will refer today in regard to the reauthorization.

Although I am a part of the Southern University system I will confine most of my comments to the Baton Rouge campus, the largest and oldest unit within the system. Southern University Baton Rouge is an 1890 Land Grant institution with an enrollment in excess of 9000 students. The history of Southern University is punctuated with achievement of its graduates. For example, the university claims among its graduates seven generals in the United States Army which is more than 25% of all generals produced by 1890 Land Grant Institutions. The prominent role the University has played in graduating a significant percentage of minority lawyers is no doubt well known to this committee. Southern University also has a long and distinguished history as one of the leading HBCU's to produce graduates who have earned Ph.D. degrees in political science , chemistry and biological sciences. In fact the University has traditionally led all schools in producing black political scientists and ranks among the top four HBCU's in producing graduates who have obtained the Ph. D. in chemistry. What is little known is that during the period of 1985 through 1989, ten per cent of all blacks in the United States who received the Ph. D. in physics were Southern University graduates. This is indeed a major accomplishment, given the large number of colleges and universities in this country. Further, Southern University provides a wholesome intellectual and cultural environment for the development of leaders among its graduates. In 1990, three former student government presidents from Southern University served in the Louisiana Legislature, and today as I speak to you , I should remind this distinguished committee that one of your peers is a Southern University graduate who is also the first black to be elected to The United States Congress from Louisiana. My point for mentioning these few examples is not to suggest that other HBCU's do not have similar claims. Indeed, many of them do. In fact the unbelievable achievements of such institutions should be sufficient justification for the various requests which have been made in behalf of the HBCU's with respect to the proposed Higher Education Act revisions.

To date several persons have presented recommendations to this subcommittee for increased funding for the Title III component the Higher Education Act. The Southern University System supports those general recommendations made by NAFEO and other groups whose views reflect those of the larger HBCU community. We especially give our strong support to those recommendations which call for the expansion of part B activities under Title III. These include increasing the minimum part B grant from $350,000 to $500,000. We also strongly endorse the expansion of graduate support to include Xavier University School of Pharmacy, Southern University School of Law, Texas southern University School of Law or School of Pharmacy, Florida A&M University School of Pharmaceutical Sciences, and North Carolina Central University School of Law.

On behalf of Southern University I wish to make a special appeal for a change in the authorizing language in the use of Part B funds so that institutions might be able to achieve goals of the university's program even in cases where such goals are not specifically authorized. Permit me to now comment how one specific section of the Part B program has had a significant impact on Southern University in Baton Rouge.

The great challenge that many HBCU's face today is that of creating learning environments which will accommodate students of a wide range of abilities and backgrounds. Hence it is not surprising to find schools employing three distinct tracks of learning, including a developmental track, a standard or average track, and an honors curriculum. Generally, special emphasis is placed on the two extreme tracks, and students in the standard track tend to benefit from a traditional curriculum.Through partial support form Part B funds we have been able to make significant headway in this somewhat refined system of teaching and learning. In this regard I bring the following few examples to the committee's attention:

We have implemented university-wide threshold examinations for writing proficiency and for comprehensive mastery of subject matter in the student's major.

We have developed a volunteer mentoring program in which more than 300 faculty and staff persons serve as special mentors and assist students with both personal and academic problems.

We have instituted a variety of faculty development activities to support new academic initiatives as well as the rapidly changing requirements in various fields.

We have added several new dimensions to the honors college, some of which are designed to target more of the honors students for graduate study. Other changes have been made to give assurance that our honors graduates are nationally and even globally competitive.

We have implemented a skill enhancement program in which certain

basic skills are deliberately reinforced throughout the student's course of study. This activity is implemented in freshman seminar and is reinforced in the mentoring program and in other upper level classes.

While we are experimenting with portfolio methods of evaluation, we are placing greater emphasis on standardized tests. In some areas we have established indicators which would let us know when students are ready to sit for a particular standardized test. These indicators will also tell us what type of intervention is appropriate for students who are not ready.

We recently piloted some of the intervention strategies in a special four week program for underprivileged students. The results were encouraging.

Some of the specific result s from these selected programs are

Through the mentoring program some students have changed their academic status from probation to the dean's list.

We have observed an average increase in ACT scores of above two points for a four week period of study. We have noted this type of average for students who possess numerous personal problems.Specific students have shown increases of five to seven points

We have noted marked improvement on Board Exams for nurses. We have had three successive 100% passage rates over the past year.

The results described herein have been experienced at other institutions in some cases. They underscore the fact that there are creative solutions to some of the more difficult academic problems we face at Historically Black Colleges and Universities. They also point out that many of these difficult learning challenges require funding beyond traditional formulas. Many such programs at Southern University are supported through Part B funding of Title III. This is one of the reasons we recommend reauthorization with greater flexibility in the language. We are confident this type of support will enhance this nation's chances of achieving true global competitiveness.

I thank you for the opportunity to share some of the views of our institution with this important subcommittee.

Chairman JEFFERSON. Thank you, Dr. Moore.
Dr. Hackley.

STATEMENT OF LLOYD V. HACKLEY, CHANCELLOR, FAYETTEVILLE STATE UNIVERSITY, FAYETTEVILLE, NORTH CAROLINA

Mr. HACKLEY. Thank you, Mr. Chairman. As I open my comments, let me make a couple of statements to give you some indication as to where I approach this program from.

I attended five historically white institutions and I worked in two historically white institutions and was a vice president in a large historically white system, but I have headed two historically black colleges. I wanted you to know that so that some of my comments would make a little bit more sense to you.

I will also need to point out that inside this college here is a school teacher trying to get out. That is another aspect of my approach to this problem which will help you understand my problem. I do thank you, Mr. Chairman, and members of this committee for this opportunity to make a few comments to you today on a subject of immense importance to students who predominate in those institutions to which Title III and Title IV have been so important.

The students to whom I refer, black, poor, or otherwise disadvantaged, continue to be underserved by our education system, indeed, by our social system, and they are turning in increasing numbers to Historically Black Colleges and Universities. These students have begun to understand that the glory of being admitted to one of those large, mainstream institutions will soon offset as attrition begins to take a greater toll on their numbers, and they are the best prepared from the minority communities. At the same time, even students who are from more advantaged backgrounds are finding that some of the problems created in public schools are better dealt with in Historically Black Colleges and Universities, thus increasing their chances for graduation.

In my few minutes today, I will limit my discussion to those aspects of Title III and Title IV of particular relevance to Historically Black Colleges and Universities which focus in the main on undergraduate education. The scale and importance of the entitlements under HEA are far too broad to encapsulate today. However, most HBCUs do focus on undergraduate teaching, even though funding patters, as pointed out by Dr. Ford, granting agencies, and respect, public and private, focus overwhelmingly on large, graduate level, research multi-versities. Title III and Title IV, in particular, fortunately have helped make up for some of this deprivation.

The Education Commission of the States indicated that the number of minority students participating and succeeding in higher education is declining. The only question is whether the decline is already becoming a crisis, or soon will be one. Clearly, we have not achieved educational equity. Changes are not projected in this kind of environment.

To explain our failure, antiquated myths about ethnic intellectual limitations continue to be raised. However, many studies clearly reveal that there are consistent patterns of unequal opportunities among schools for various children to learn math and science, for example. In elementary schools with more than 90 percent minority enrollment, 28 percent of the math and science courses are low level, as compared with only 7 percent in schools with large white populations.

Our failure to solve the problems which poverty inflicts on children no matter where they go to school is well known and need not be repeated here.

Nationally, the gap between black graduation and white graduation rates has grown from 5 percentage points to 18 percentage points, down from about 45 percent to about 46 percent for black students, and up from about 50 percent to 54 percent for white students. We are losing ground. To achieve parity in college graduation rates, the number of minorities graduating from college in America would have to be tripled by the year 2000, and quadrupled for physical and life sciences and engineering. Keep in mind that the numbers of such students currently enrolling in college are not even holding steady. To have minority students enrolled in college, in proportion to their numbers in the Nation, will require about 1.3 million additional students enrolling in college by the year 2000. Again, what do you cut to achieve these ends?

We can change what we do to increase the college bound pool of minority students. There are simple steps we can take to improve the current college education situation of underserved students. For example, low income college students served by comprehensive academic support systems with mentoring, early intervention and bridging programs are twice as likely to complete the first year of college, and four times as likely to earn a degree as compared with those students who do not get such support.

They say we do not know what to do. Yes, we do. Efforts are most effective if begun by the sixth grade, and if they include concrete standards and incentives to college and employment certainties. Telling a kid in the twelfth grade that he has a Pell Grant is far too late. He needs to be told in the sixth grade that if he graduates from college with a particular grade point average and certain kinds of other behavioral standards, you will have him in college. He will go.

All of these components that I have just described are at Fayetteville State University, and are supported by Title III and Title IV. The downside of our efforts are that we can handle with current funding only 16 percent of our college students eligible for support services—16 percent—and a little over 2.5 percent of the low income, fourth generation, public school students in our area who qualify for upward bound, bridging programs. Again, about 2.6 percent of the kids in our area who could be helped with these programs are helped by Fayetteville State University. Only 16 percent of the students in our college who will qualify for the support services are able to get them with the current funding.

The major upsides of our activities are that 90 percent of the public school clients attend college. Ninety percent of the kids we can get involved with in the public schools go to college somewhere. And 20 percent of our college clients attend graduate school. You say we do not know what to do? Yes, we do.

As a result of funding that allowed Fayetteville State University to expand its involvement in precollege activities and better academic and counseling programs after enrollment, the following changes in our success have occurred in the past 3 years.

There has been an enrollment increase of more than 26 percent. Black student enrollment from our primary service area has increased by more than 45 percent. Because of better recruitment and better support, we have about 500 more black students at Fayetteville State University than we could have projected just 3 years ago. White student enrollment has increased by some 58 percent. The quality of the student body has improved by more than 26 percent.

Black male SAT scores increased at Fayetteville State University by 156 points. Black female SAT scores increased by 140 points. White students reflected an average SAT score growth of some 82 points. Retention rate, again, the important thing is not access but success, the retention rate of first time freshmen has increased by 28 percent. The success rate of students moving into their junior year improved by more than 60 percent. Additional positive results not only argue against cuts, but also support additional funding.

In closing, Mr. Chairman, I submit that America is in greater danger from our failure to address problems of poverty and poor education than from Saddam Hussein. To even consider cuts, instead of additions, seems rather un-American to me. When 82 percent of the young people who get in trouble with the law are functionally illiterate, and it costs $100,000 to build a prison cell, and $25,000 per year to care for a prisoner, we are investing on the wrong end of our population. Only with early and continuing support through Title III and Title IV programs will these problems be solved.

Mr. Chairman, that completes my comments.

[The prepared statement of Lloyd V. Hackley follows:]

Testimony Before the House
Education and Labor Subcommittee on
Post secondary Education

at the
Higher Education Act Reauthorization Hearing

Dillard University
New Orleans, Louisiana

July 27, 1991

by
Lloyd V. Hackley
Chancellor, Fayetteville State University

Mr. Chairman, members of this subcommittee, I appreciate the opportunity to make a few comments to this august body on a subject of immense significance to students who predominate in those institutions to which Title III and Title IV have been so important. The students to whom I refer -- Black, poor, or otherwise disadvantaged -- continue to be under-served by our education system, indeed by our social system and are turning in increasing numbers to HBCUs. These students have begun to understand that the glory of being admitted to large, mainstream institutions is soon offset as attrition takes a greater toll on their numbers, the best prepared from minority communities.

At the same time, even students who are from more advantaged circumstances are finding that some of the academic problems developed in public schools are dealt with better in HBCUs, thus increasing their chances for graduation.

In my few minutes today, I will limit my discussion to those aspects of Title III and Title IV of particular relevance to HBCUs, which focus in the main on undergraduate education. The scale and importance of the entitlements under HEA are far too broad to encapsulate today. Moreover, most HBCUs do focus on undergraduate teaching, even though funding patterns, granting agencies, and respect, public and private, focus overwhelmingly on large, graduate-level, research multi-versities. Title III and Title IV, in particular, fortunately have helped make up for some of this deprivation.

Although perhaps not an emphasis of this hearing, most of the programs that have been designed to improve Black student involvement in higher education have been less than effective because they did not include plans designed to reduce the need for the special programs. The programs were essentially concessions, slated primarily to address inadequacies of a current generation. A proper program would have required preceding components of the K-16 system to initiate plans to reduce the number of students who required the concession.

I have chosen to deal with bridging programs assisted by HEA, because they allow many of our institutions to improve the flow of students moving well-prepared through the educational pipeline.

Some of us have finally realized the magnitude of the physical loss of students at every level in the pipeline, as well as the higher attrition which occurs after college enrollment when students have not taken the right kinds of courses in public schools, or when they have not achieved excellence in their studies. My focus is drawn to this aspect of HEA because of the state of the educational failure rate of Black children in education today.

Robert Atwell, President of the American Council on Education, said, "...the downward spiral in Black participation in higher education reflects a long-term trend that is absolutely fatal to this nation in the long run."

The Education Commission of the States indicated that the number of minority students participating and succeeding in higher education is declining; the only question is whether the decline has already become a crisis or soon will be one. Clearly we have not achieved educational equity.

To explain our failure, antiquated myths about ethnic intellectual limitations continue to be raised. However, many studies reveal clear and consistent patterns of unequal opportunities among schools for various children to learn math and science. In elementary schools with more than 90 percent minority enrollment, 28% of the math and science courses are low level as compared with only seven (7) percent in schools with large white populations.

Our failure to solve the problems which poverty inflicts on children no matter where they go to school is well known and need not be repeated here.

I must point out, however, that according to AASCU, the gap between the education levels of rich and poor 18-24 year olds, is wider now than it has been in 20 years. Children from rich families enroll in college at a 73% rate compared to 29% for poorest families. In the late 1980's, a student from an upper income family was 8 to 13 times more likely to graduate from college than a student in the lowest quartile.

The education gaps between minorities and white students, are pervasive, persistent and increasing. I see nothing to persuade me that improvement is soon likely to occur. Indeed, conditions certainly will worsen if cuts continue in the programs we are discussing today. It is nearly impossible to achieve high levels of educational quality if wide gaps exist among races, sexes, socio-economic levels and geographic locations. The whole system must be upgraded, from prekindergarten through college.

During the past two decades, Black educational gains in college admission have been offset by attrition from colleges.

Nationally, the gap between Black graduation and white graduation rates has grown from five (5) percentage points to 18 points, down from 45% to about 36% for Black students and up from 50% to 54% for white students.

To achieve parity in college graduation rates, the number of minorities graduating from college in America would have to be tripled by the year 2000; and quadrupled for physical and life sciences and engineering. Keep in mind that the numbers of such students currently entering college are not even holding steady. To have minority students enrolled in college in proportion to their numbers in the nation will require about 1.3 million additional students enrolling in college by the year 2000.

We can change what we do to increase the college-bound pool of minority students. There are simple steps we can take to improve the current college education situation of under-served students.

For example, low income college students served by comprehensive academic support systems with mentoring, early intervention and bridging programs are twice as likely to complete the first year of college and, four times as likely to earn a degree as compared with those who do not get such support.

Special components of successful college programs include the following:

1. Early intervention and bridging programs (before matriculation). Efforts are most effective if begun by sixth grade and include concrete standards and incentives for college and employment certainties.
2. A program of stringent assessments of academic competence and proper placement in both level of rigor and credit hour load.
3. Comprehensive academic enhancement services.
4. Early career advising.

5. Supportive and available faculty members in a well-developed mentoring system.
6. High quality, comprehensive student support services.

All of these components exist at Fayetteville State University.

The _downside_ of our efforts are that we can handle with current funding only 16 percent of our college students eligible for support services and only about 2.5 percent of the low-income, first generation public school students in our area who qualify for upward bound, bridging programs. The major _upside_ of our activities are that 90 percent of public school clients attend college and 20 percent of our college clients attend graduate school.

As a result of funding that allowed Fayetteville State University to expand its involvement in precollege activities and better academic and counseling programs after enrollment, the following changes in our success have occurred in the past three years:

1. There has been an enrollment increase of more than 26 percent;
2. Black student enrollment from our primary service area has increased by more than 45 percent;
3. Because of better recruitment and better support, we have about 500 more Black students at Fayetteville State University than could be projected three years ago.
4. white student enrollment has increased by some 58 percent;
5. the quality of the student body has improved by more than 26 percent;
6. Black male SAT scores increased by 161 points;

7. Black female SAT scores increased by 146 points;
8. white students reflected an average SAT score growth of some 82 points;
9. retention of first-time freshmen has increased by 28 percent; and
10. success of students moving into their junior year improved by more than 60 percent;

Additional positive results not only argue against cuts, but also support additional funds.

Chairman JEFFERSON. Thank you, Dr. Hackley.
Dr. Turner?

STATEMENT OF JOHN B. TURNER, PRESIDENT, KNOXVILLE COLLEGE, KNOXVILLE, TENNESSEE

Mr. TURNER. I am John Turner, a relatively new college president in the HBCU family, having spent the last 15 years of my life at one of these institutions that we referred to earlier, MIT. I was a graduate dean there for some 15 years, and worked toward trying to provide some sense of access to these institutions that heretofore have not been as receptive to the kinds of students that we were looking to attract.

It is, indeed, my pleasure, along with my colleagues to be here today, even though I know that dimension returns are setting in at this number of panel members.

Before beginning my testimony on Title IV, I would like to provide the members of the subcommittee with a philosophical backdrop from UNCF's recommendations. As you know, Knoxville College is one of the 41 UNCF institutions. I may add that there is an anomaly there in a sense that we have more black males than females attending Knoxville College. Fifty-five percent of the 1,266 students are black males, which is another speech at another time.

As many of you know, UNCF was the only major presidential association in the higher education community which did not endorse the package of recommendations which was sent to the subcommittee in response to Chairman Ford's request. That was submitted by the American Council on Education. UNCF declined to do so because ACE and our 11 sister associations in the higher education community all declined to endorse enactment of a Pell Grant entitlement. Their refusal to support a full Pell Grant entitlement, and UNCF's steadfast commitment to enactment of a Pell Grant entitlement and beginning implementation in fiscal year 1994, caused us to go our separate ways.

In UNCF's view, this is not simply a disagreement over budget act requirements, or appropriate legislative strategy and tactics. Rather, it reflects our commitment to guaranteeing financial aid to low income students as part of a continuing Federal commitment to equal opportunity in higher education. That commitment allowed me, as associate dean of the graduate school at MIT, to facilitate the development of Dr. Fort's graduate, Ronald McNair, as a person, an engineer, and a Ph.D. from MIT in Physics, and later on, as an astronaut for the United States.

That commitment made it possible for Mary Hatwood Futrell to teach dozens of young black minds in the Commonwealth of Virginia, and later become national president of the National Education Association. That commitment also prepared the Nation's first black, popular elected governor, L. Douglas Wilder, as an undergraduate and as a law student. And honed the legal scales of America's first black Supreme Court Justice, Thurgood Marshall.

That commitment also prepared students from Knoxville College, like syndicated Chicago Sun-Times columnist, Vernon Jarrett; California teacher of the year, Dr. Patricia Worthy O'Shiek; and a lawyer lobbyist that many of you already know, William A. Blakley, who serves as Washington counsel for UNCF, and has worked with members of this subcommittee over the years on legislation affecting black colleges and universities in Federal student aid.

U.N.C.F. support for a Pell Grant entitlement is directly related to our support for low income students. We believe a Pell Grant entitlement is directly related to increasing higher education opportunities for African Americans and other minorities at both the undergraduate and graduate professional levels, as well as reducing appallingly high levels of student attrition and related student loan defaults.

Increasingly, public attention and public policy makers are focusing their attention on the difficulties facing middle income students and their families in financing a college education. While UNCF member institutions serve significant numbers of middle income students, we serve as a personal access point for lower income students, as the data in my prepared testimony indicates. We hope that the Congress, and especially this subcommittee, will not abandon low income students.

The soundest and surest way to assure access and some measure of choice for all eligible students is to enact a Pell Grant entitlement. The central element of the puzzle, a piece necessary to insure access for low income minorities, and to assure persistence for graduation, and thereby, reduce and eliminate student loan defaults, is a Pell Grant entitlement. A Pell Grant entitlement, coupled with some form of front loading, is essential to insure that minorities participate in the American dream, and enter the mainstream in the 21st century.

While UNCF supports significant increases in the Pell maximum, we believe those increases would never benefit students unless they are guaranteed through a Pell Grant entitlement. We urge the members of this subcommittee to support a Pell Grant entitlement by doing the following things.

(1) Provide a $4,500 Pell maximum in fiscal years 1993–1994, and at least a $200 increase each year thereafter, or adjust the maximum award according to the CPI.

(2) Phase in the entitlement over 4 years, making freshmen eligible for entitlement in 1993 and 1994, sophomores in 1994 and 1995, juniors in 1995 and 1996, and seniors in 1996 and 1997.

(3) Eliminate Federal capital contributions for the Perkins Loan Program. By phasing out this institutionally based loan program over the life of the current authorization, permitting students currently receiving Perkins loans to complete their degrees, and allowing these funds to be spent in funding the Pell entitlement.

(4) Simplify the Federal student aid application process by: (1) allowing students with incomes below $15,000 to apply on a free six element form, coupled with their 1040 or 1040A IRS form, and permitting students who receive directly or indirectly other Federal assistance based on income, such as AFDC, food stamps, Section 8 public housing, Medicaid, etc.; and, (2) eliminating the requirement that previous year a recipient reapply each year of remaining eligibility, rather than simply supplying ûpdated information, such as family size, number in family, postsecondary education, etc., and the most recent W-2 form and tax return. And finally,

(5) Eliminate the State Student Incentive Grant Program, SSIG, by phasing out Federal support to the largest states which have participated in the program the longest, and that rely on Federal funds to support state need based programs the least. This would be accomplished over 5 years, and SSIG funds would be transferred to the Pell Grant Program.

U.N.C.F. also strongly urges this subcommittee to review carefully the system of allocating funds to institutions in the Supplemental Educational Opportunity Grant, known as SEOG. Current law provides conditional guarantees to institutions based on student enrollment in fiscal year 1985. Rather than income characteristics of current students, UNCF support the use of the most recent and available family income data in determining SEOG institutional allocations.

There is no more important issue facing this subcommittee and the 102d Congress than whether or not it will, in fact, live up to its 25 year old pledge. That pledge is that every child must be encouraged to get as much education as he has the ability to take. We want this not only for his sake, but for the Nation's sake. Nothing matters more to the future of our country, not military preparedness, for our might is worthless if we lack the brain power to build a world of peace in not only our productive economy, for we cannot sustain growth without trained manpower, and in our democratic system of government, for freedom is threatened if citizens are ignorant.

Thank you very much.

[The prepared statement of John B. Turner follows:]

United Negro College Fund, Inc.

TESTIMONY OF JOHN B. TURNER, Ed.D.
PRESIDENT, KNOXVILLE COLLEGE

BEFORE A FIELD HEARING OF THE

HOUSE SUBCOMMITTEE ON POSTSECONDARY EDUCATION

HONORABLE WILLIAM J. JEFFERSON, PRESIDING

DILLARD UNIVERSITY
NEW ORLEANS, LOUISIANA

July 27, 1991

MR. CHAIRMAN, MEMBERS OF THE SUBCOMMITTEE ON EDUCATION, ARTS AND HUMANITIES, I AM JOHN B. TURNER, PRESIDENT OF KNOXVILLE COLLEGE, A MEMBER INSTITUTION OF THE UNITED NEGRO COLLEGE FUND (UNCF). I APPEAR TODAY ON BEHALF OF MYSELF AND THE 41 MEMBER UNCF INSTITUTIONS, OUR ALMOST 50,000 STUDENTS WHO ATTEND OUR PRIVATE, HISTORICALLY BLACK, TRADITIONAL AND PRIMARILY LIBERAL ARTS INSTITUTIONS OF HIGHER EDUCATION. I WANT TO DISCUSS WITH YOU TITLE IV, STUDENT ASSISTANCE UNDER THE HIGHER EDUCATION ACT.

UNCF MEMBER INSTITUTIONS ARE IN A GROWTH MODE, WITH 31 OF OUR 41 MEMBER INSTITUTIONS SHOWING ENROLLMENT INCREASES UP 16 PERCENT OVER THE PAST FOUR YEARS. OUR MEMBER COLLEGES ENROLLED 49,397 STUDENTS IN SEPTEMBER 1990, INCLUDING STUDENTS FROM 48 OF THE FIFTY STATES, AND 1,504 STUDENTS FROM 30 FOREIGN COUNTRIES AND 339 FROM U.S. POSSESSIONS.

TO GIVE YOU A CAPSULE VIEW OF KNOXVILLE COLLEGE, WE ENROLLED 1,266 STUDENTS -- THE SECOND HIGHEST ENROLLMENT WE HAVE ATTAINED OVER THE PAST FIVE YEARS -- INCLUDING AFRICAN AMERICAN, WHITE AND FOREIGN STUDENTS, 867 OF WHOM WERE FRESHMAN, 185 OF WHOM WERE SOPHOMORES, 110 WERE JUNIORS AND 45 WERE SENIORS. AMONG OUR STUDENTS, FULLY 100 PERCENT RECEIVE SOME FORM OF FEDERAL STUDENT ASSISTANCE, BROKEN OUT AS FOLLOWS FOR THE 1988-89 ACADEMIC YEAR:

PROGRAM	No.ofAwards	AMOUNT	Avg.Award
PELL GRANTS	1,062	$1,688,944	$1,590
SEOG	1,062	$ 316,816	$ 298
CWS	1,155	$ 190,901	$ 165
STAFFORD LOANS	1,306	$2,041,454	$2,271
PERKINS LOANS	NA	$ NA	$ NA

PARENT LOANS FOR UNDERGRADUATE STUDENTS (PLUS) AND SUPPLEMENTAL LOANS FOR STUDENTS (SLS) CONSTITUTE A RELATIVELY INSIGNIFICANT PORTION OF KNOXVILLE COLLEGE'S STUDENT FINANCIAL AID PACKAGING PORTFOLIO. ONLY TWO PARENTS OR INDEPENDENT STUDENTS BORROWED IN THE PLUS PROGRAM AND ONLY 16 STUDENTS MADE SLS LOANS IN 1988-89.

AS YOU CAN TELL FROM EVEN A CURSORY EXAMINATION OF THE ABOVE DATA, KNOXVILLE COLLEGE STUDENTS ARE VERY DEPENDENT ON TITLE IV AID. SIMILARLY, AN ANALYSIS OF UNCF STUDENTS AS A GROUP WOULD REFLECT THAT 91 PERCENT OF ALL STUDENTS RECEIVED SOME FORM OF FEDERAL AID (IN 1988-89), AND MOST RECEIVE SEVERAL FORMS OF LOAN, GRANT OR WORK ASSISTANCE.

THIS INCOME GAP IS EXACERBATED IN TWO WAYS THAT UNCF HOPES THIS COMMITTEE WILL CONSIDER IN THE FORTHCOMING REAUTHORIZATION OF THE HIGHER EDUCATION ACT.

FIRST, OVER THE MOST RECENT DECADE, THE SHIFT IN THE PROPORTION OF FEDERAL STUDENT ASSISTANCE PROVIDED IN THE FORM OF LOANS AS OPPOSED TO GRANTS SHIFTED DRAMATICALLY. THAT SHIFT IN THE TYPE OF AID PROVIDED TO NEEDY, LOW-INCOME STUDENTS IS DEPRESSING TO THOSE OF US WHOSE INSTITUTIONS SERVE LARGE NUMBERS OF LOW AND MIDDLE INCOME STUDENTS AND WHO WANT TO AVOID PLACING THEM DEEPLY IN DEBT AS SEEK TO ACQUIRE THE MEANS TO BETTER THEMSELVES AND THEIR FAMILIES. THE SHIFT FROM GRANTS TO LOANS, WHICH BEGAN IN 1976 IS DISTURBING. FROM 1970-71 TO 1975-76 GRANT AID INCREASED FROM 66 PERCENT TO 80 PERCENT OF ALL AID AWARDED, WHILE LOAN AID DECLINED FROM 29 PERCENT TO 17 PERCENT. IN THE MID-1970s THAT TREND REVERSED ITSELF, WHEN THE RISE IN GRANT AID PEAKED IN 1976 AND THEN BEGAN A PRECIPITOUS DECLINE TO 48.9 PERCENT IN 1988, WHERE IT HAS REMAINED FAIRLY CONSTANT. LOAN AID NOW TOTALS 49.7 PERCENT OF THE TOTAL AND THE REMAINING 2.6 PERCENT IS COLLEGE WORK STUDY. THE DECLINE IN AVAILABLE GRANT AID -- 8 PERCENT OF ALL UNCF STUDENTS WERE GSL BORROWERS IN 1979-80 COMPARED TO ALMOST 50 PERCENT ARE STAFFORD BORROWERS IN 1987-88 -- HAS MIRRORED A MAJOR INCREASE IN STUDENT BORROWING!

THE DRAMATIC EXPANSION OF STUDENT BORROWING PARALLELS THE INCREASED AVAILABILITY OF STUDENT LOANS, SPURRED IN PART BY THE MIDDLE INCOME STUDENT ASSISTANCE ACT OF 1978, THE 1976 AMENDMENTS TO THE HIGHER EDUCATION ACT INCREASING THE SPECIAL ALLOWANCE PAID TO LENDERS, AND THE GROWTH IN THE NUMBER OF STATE-BASED GUARANTORS PROVIDING GUARANTEES FOR STUDENT LOANS FOLLOWING THE DEMISE OF THE (FEDERALLY INSURED STUDENT LOAN (FISL) PROGRAM. SPIRALING COLLEGE COSTS COUPLED WITH INCREASED LOAN AVAILABILITY HAS CREATED A GENERATION OF COLLEGE STUDENTS/GRADUATES WHO ARE LITTLE MORE THAN INDENTURED SERVANTS! THE OUTSTANDING GSL LOAN VOLUME ROSE FROM $9.9 BILLION IN 1976 TO $21.3 BILLION IN 1980, THEN TO $67.6 BILLION IN 1986 AND EXCEEDED $80 BILLION IN 1988. WHILE I BELIEVE WE CANNOT MINIMIZE THE IMPORTANCE OF STUDENTS REPAYING THEIR LOANS, FAR TOO MUCH ATTENTION IS PAID TO 'LOAN DEFAULT RATES,' AND EXCESSIVE BLAME IS PLACED ON COLLEGES AND UNIVERSITIES THAT ARE SIMPLY TRYING TO EDUCATE STUDENTS, AND NOT ENOUGH TIME OR ATTENTION IS SPENT ADDRESSING THE FEDERAL POLICIES WHICH DRIVE THE UNFORTUNATE RESULTS OF RELYING ON LOANS INSTEAD OF GRANTS AS THE FOUNDATION OF A STUDENT'S FINANCIAL AID PACKAGE.

SECOND, UNCF BELIEVES THAT ATTEMPTS BY THE DEPARTMENT OF EDUCATION TO "RE-TARGET" THE PELL GRANT PROGRAM ON LOW INCOME STUDENTS ACTUALLY FORCES INSTITUTIONS LIKE XAVIER UNIVERSITY AND OUR SISTER UNCF COLLEGES AND UNIVERSITIES TO "ROB PETER TO PAY PAUL." LET ME EXPLAIN.

THE POTENTIAL NEGATIVE IMPACT OF THE FY 1992 BUDGET PELL GRANT PROPOSAL IS BEST UNDERSTOOD BY COMPARING THE MEDIAN ESTIMATED FAMILY INCOME OF STUDENTS ATTENDING ALL BLACK PRIVATE COLLEGES IN THE FALL OF 1989 AND 1990 TO THOSE OF OTHER PRIVATE NON-SECTARIAN COLLEGES. IN THE FALL OF 1989, AS THE CHART ON PAGE 2 MAKES CLEAR, THE MEDIAN ESTIMATED FAMILY INCOME OF FRESHMAN STUDENTS ATTENDING PRIVATE BLACK COLLEGES WAS $31,466 COMPARED TO $49,729 FOR STUDENTS ATTENDING PRIVATE NONSECTARIAN COLLEGES, WHILE IN THE FALL OF 1990, THE COMPARISON WAS $29,598 TO $51,037. VIEWED FROM A UNCF PERSPECTIVE, THE ADMINISTRATION'S BUDGET PROPOSAL EXACERBATES, RATHER THAN ADDRESSES THE LOAN GRANT IMBALANCE SITUATION BECAUSE IT TAKES MONEY AWAY FROM THE "NEAR POOR" TO GIVE IT TO THE "VERY POOR." THIS WILL UNDOUBTEDLY FORCE THOSE STUDENTS FROM $10-$25,000 FAMILIES TO BORROW TO MAKE UP FOR DIMINISHED PELL GRANT FUNDS. WHILE WE WOULD WELCOME THE $3,700 PELL MAXIMUM -- A LONG OVERDUE INCREASE TO ADDRESS THE EROSION IN THE PURCHASING POWER OF THE PELL GRANT SINCE 1980 -- THE PROPOSED SHIFT IN EMPHASIS WILL DO SIGNIFICANT DAMAGE TO THE HIGHER EDUCATION ASPIRATIONS OF UNCF STUDENTS FROM FAMILIES WITH INCOMES IN THE $15-$25,000 RANGE.

WE BELIEVE A MUCH MORE THOUGHTFUL PROPOSAL, BUT ONE THAT REQUIRES ADDITIONAL REFINEMENTS, IS THE POLICY INITIATIVE ADVANCED BY REPRESENTATIVE BILL FORD OF MICHIGAN, CHAIRMAN OF THE HOUSE EDUCATION AND LABOR COMMITTEE AND ITS SUBCOMMITTEE ON POSTSECONDARY EDUCATION AND SENATOR PAUL SIMON OF ILLINOIS. WHILE UNCF WOULD STRONGLY OPPOSE A HARD AND FAST RULE THAT RESTRICTED GRANT AID TO THE FIRST TWO YEARS OF BACCALAUREATE STUDY, WITH LOANS BEING USED EXCLUSIVELY IN THE LAST TWO YEARS -- WE DO BELIEVE IT WOULD BE ADVANTAGEOUS AND APPROPRIATE FOR OUR STUDENTS TO EMPHASIZE GRANT AID IN THE FRESHMAN AND SOPHOMORE YEARS, AND TO REVERSE THAT EMPHASIS IN THE LATTER TWO YEARS OF BACCALAUREATE DEGREE STUDY.

THIS APPROACH, WE BELIEVE ENCOURAGES COLLEGE ACCESS AND SUCCESS; REDUCES OR ELIMINATES THE NEED FOR ACADEMICALLY "AT-RISK" STUDENTS TO O BORROW UNTIL THEY HAVE DEMONSTRATED THEIR ACADEMIC POTENTIAL; AND COULD SIGNIFICANTLY REDUCE THE OVERALL INDEBTEDNESS OF LOWER INCOME STUDENTS.

THE COST OF 'PAYING NOW OR PAYING LATER,' GIVEN THE HISTORICAL SHIFT OF FEDERAL STUDENT AID SPENDING FROM GRANTS TO LOANS -- FROM 80 GRANTS (AND 20 PERCENT LOANS) IN 1976 TO 49 PERCENT GRANTS (AND A SIMILAR AMOUNT IN LOAN AID) IN 1990 -- IS EASILY SEEN WITHIN THE UNCF FAMILY. THE STAFFORD LOAN (FORMERLY GUARANTEED STUDENT LOANS) IS NOW THE LARGEST SINGLE SOURCE OF SUPPORT FOR UNCF STUDENTS, PROVIDING SOME $51 MILLION OR 30 PERCENT OF ALL AID AWARDED IN 1988-89 ACCORDING TO UNCF'S 1990 STATISTICAL REPORT.

ONE FINAL POINT DESERVES MENTIONING. THE DEPARTMENT OF EDUCATION HAS FOCUSED ITS ENTIRE STUDENT LOAN DEFAULT PREVENTION EFFORT ON COLLEGES AND UNIVERSITIES AND PRIVATE CAREER SCHOOLS WITH HIGH DEFAULT RATES. BECAUSE BLACK COLLEGES, COMMUNITY COLLEGES AND URBAN PUBLIC FOUR-YEAR INSTITUTIONS TEND TO COST LESS AND ENROLL THE MOST SIGNIFICANT NUMBERS OF LOW INCOME STUDENTS: (INCLUDING BLACK AMERICANS), STUDENT LOAN DEFAULT PREVENTION SEEMS TO BE TARGETED TOWARD POOR, MINORITY STUDENTS. FOR EXAMPLE, THE FEDERAL GOVERNMENT ENCOURAGES INSTITUTIONS TO EXPAND EDUCATIONAL OPPORTUNITIES FOR LOW INCOME STUDENTS, ESPECIALLY MINORITIES. THIS MEANS TAKING SOME RISKS WITH SOME STUDENTS WHO MAY ENTER AN INSTITUTION WITH ACADEMIC DEFICIENCIES. BECAUSE STUDENT AID IS NOW PRIMARILY LOAN AID RATHER THAN GRANT AID, THE CONSEQUENCE OF STUDENT FAILURE IN AN UNDERTAKING THE GOVERNMENT HAS ENCOURAGED IS A HIGH DEFAULT RATE! THE INSTITUTION IS THEN THE VICTIM OF THE GOVERNMENT'S "ACCESS" POLICY. FURTHER, WHEN DEFAULT RATES ARE INACCURATE AND INCOMPLETE, BUT PUBLISHED BY THE DEPARTMENT OF EDUCATION ANYWAY, LASTING DAMAGE IS DONE TO THE INSTITUTION IN THE LOCAL COMMUNITY.

ALL OF THESE FACTORS, LEAD UNCF MEMBER INSTITUTIONS TO RECOMMEND THE FOLLOWING:

- **MAKE THE PELL GRANT PROGRAM A TRUE ENTITLEMENT WITH A $4,000 MAXIMUM AWARD BEGINNING IN FY 1994.** THE BUDGETARY IMPACT OF THIS PROPOSAL MIGHT BE PHASED IN BY APPLYING THE ENTITLEMENT TO FRESHMEN STUDENTS ONLY IN THE FIRST YEAR, THEN ADDING A CLASS OF STUDENTS EACH YEAR THEREAFTER.

- **SIMPLIFY THE FEDERAL STUDENT AID APPLICATION PROCESS.** TWO THINGS COULD BE DONE IMMEDIATELY TO MAKE IT EASIER FOR LOW INCOME STUDENTS TO APPLY FOR AND RECEIVE TITLE IV ASSISTANCE, WHILE PRESERVING THE INTEGRITY OF THE AID PROGRAMS: (1) PROVIDE A REVISED SIMPLIFIED FEDERAL FORM FOR FAMILIES WITH INCOMES BELOW $15,000, WITH SIX OR SEVEN DATA ELEMENTS, AND REQUIRE APPLICANTS TO SUBMIT THEIR 1040 OR 1040A FORM OR OTHER EVIDENCE THAT THEY RECEIVE AFDC OR FOOD STAMPS, LIVE IN FEDERALLY-SUBSIDIZED HOUSING, ETC. (**THOSE STUDENTS WITH INCOMES BELOW $10,000 SHOULD RECEIVE THE MAXIMUM AWARD**); AND (2) REQUIRE STUDENTS APPLYING FOR AID FOR THEIR SOPHOMORE, JUNIOR OR SENIOR YEAR (WHO PREVIOUSLY RECEIVED TITLE IV AID AS FRESHMEN) TO SUPPLY UPDATED INFORMATION ONLY AND THE MOST RECENT PARENTAL/STUDENT TAX RETURN INSTEAD OF A WHOLE NEW APPLICATION.

- REDUCE PAPERWORK BURDENS IN THE FINANCIAL AID PROGRAMS, ESPECIALLY FOR INSTITUTIONS WITH SIGNIFICANT NUMBERS OF AID RECIPIENTS IN THEIR STUDENT POPULATION (I.E. 50% OR GREATER), BY ELIMINATING THE VALIDATION REQUIREMENT FOR

THE IMPORTANCE OF GUARANTEEING EVERY STUDENT OF ABILITY AND INTEREST WILL BE ENSURED THE OPPORTUNITY TO GO TO COLLEGE.

I WOULD LIKE TO REQUEST THAT UNCF'S ANALYSIS OF THE DEPARTMENT OF EDUCATION'S FY 1992 BUDGET BE INCLUDED IN THE RECORD RIGHT AFTER MY WRITTEN TESTIMONY. IT EXPLAINS AND ELABORATES ON MANY OF THE POINTS I HAVE MADE HERE THIS MORNING, AS WELL AS INDICATING OUR VIEWS ON SOME OF THE ADMINISTRATION'S HIGHER EDUCATION ACT REAUTHORIZATION RECOMMENDATIONS, AND IT MAY BE OF SOME ASSISTANCE TO THE COMMITTEE.

THAT CONCLUDES MY FORMAL TESTIMONY. I WOULD BE PLEASED TO ANSWER ANY QUESTIONS YOU MAY HAVE.

400/TURNTEST

Chairman JEFFERSON. Thank you, Dr. Turner.
Dr. Roberson?

STATEMENT OF EARL ROBERSON, JR., PRESIDENT, CARVER STATE TECHNICAL COLLEGE, MOBILE, ALABAMA

Mr. ROBERSON. To Mr. Chairman, members of the subcommittee, I am Earl Roberson, President of Carver State Technical College, established August 15, 1962. It is with pleasure and humility that I appear before you to share 5 minute excerpts from my full report concerning what Title III has meant to Carver State Technical College, and to express my sincere hope that Title III funding to institutions such as ours be continued.

Carver State, like all Historically Black Colleges and Universities, was founded upon a bedrock of good intentions, hard work, indeed, commitment on the part of dedicated people. The greatest benefactors of these efforts have been disadvantaged students. It was 1987 when Carver State received funding from Title III for the first time. It was also the first time in the history of the institution that supplementary, instructional, and learning materials were made available to students in a comprehensive, modern resource center that was built with Title III funding. This center, among other things, has continued to help us provide students with associate degrees which they can transfer to local and state colleges.

The college has also been able to begin to develop its own fundraising capabilities through the establishment of a development office. The survival of 2 year HBCUs like Carver State is critical in view of the demographic projection of the workforce in the 21st century. Title III has been critical to the survival of institutions like Carver State.

Let me share with you just one recent success story which says it all. The story is about one of our graduates of Carver State from a family of 10 children, whose mother died when the child was a junior in high school. Her grades dropped from As to Cs. Although she did finish high school, her education was delayed with the birth of three children, and attempting to meet the financial needs of her family without the assistance of a husband and father. This lady realized that she needed a job that would make things better. She recognized that education was the most viable approach to upward mobility in the workplace, and therefore enrolled at Carver State.

The rearing of three children, working part time, and going to school presented quite a challenge. She often thought of giving it up. She is now the executive secretary for the housing board of her city in Prichard, Alabama. She is quite an inspiration for those who know of her perseverance. I would like to quote from a recent newspaper article which highlighted her achievement. I quote, "I was greatly inspired by my teachers at Carver State. They had confidence in me when I didn't have confidence in myself. When I wanted to give up and quit school, they wouldn't listen to me. They kept telling me to go on to class. Every time I wanted to give up, they wouldn't let me. I am very thankful for them."

What does this story have to do with Title III? Carver State helped this lady to make a decent life, and a decent living for her family, as it has hundreds of others. Therefore, I offer to you the following two recommendations for your consideration.

(1) I recommend increasing the minimum Part B grant from $350,000 to $500,000. This increase would help Carver and other small institutions cope with inflation as they attempt to maintain their current programs.

(2) I also recommend that the language of the legislation be altered to allow institutions to use funds from Part B, in any proportion, for any activities which are directly related to the goals and objectives stated in their approved proposals.

In conclusion, may I state that I support all of the recommendations of the Black College Joint Legislative Committee, but I specifically appreciate the opportunity to share my concern about the specific recommendations that will have an immediate and a very direct impact on small institutions.

Thank you very much for this opportunity to come to this beautiful city, to meet the renowned Mr. Jefferson and his committee, and to make a presentation.

[The prepared statement of Earl Roberson, Jr. follows:]

STATEMENT

to

The Postsecondary Subcommittee

of the

HOUSE EDUCATION AND LABOR COMMITTEE

July 27, 1991

by

Earl Roberson, President
Carver State Technical College
Mobile, Alabama

Mr. Chairman and Members of the Subcommittee:

It is with pleasure and humility that I appear before this Subcommittee to share with you what Title III has meant to Carver State Technical College (CSTC) and to express my sincere hope that Title III funding to institutions such as ours be continued. You have already received many facts and statistics from my colleagues in previous testimony and statements which attest to the successes of programs at HBCUs in recent years because of the Title III programs. I would like to add to those statistics and facts the story of one very small institution.

CSTC, like all HBCUs, was founded upon a bedrock of good intentions, hard work and deep commitment on the part of dedicated people. Committed personnel built successful programs and prepared thousands of successful students for the work place despite limited financial resources. As with most other HBCUs, the greatest benefactors of these efforts have been disadvantaged students. For most of the students who have matriculated at CSTC, this institution offered their only hope for postsecondary education .

Dedication and commitment, however, can only do so much. It soon became apparent that weakened resources could be stretched only so far and good intentions were no longer sufficient to overcome the serious financial problems of the college. In 1986, after several unsuccessful attempts at using consultants to seek federal funding through competitive proposal writing, CSTC risked its limited resources to employ a person to work full-time in proposal writing.

It was during 1987 that CSTC received funding from Title III for the first time. For some institutions, such a grant would have meant a margin for growth and development. For CSTC, this grant ensured our survival. With the funds that we received, CSTC was able to upgrade its current equipment by providing a limited amount of state of the art equipment in all of its technical programs. Such acquisition enabled the college to incorporate new technologies into each curriculum.

For the first time in the history of the institution, supplementary instructional and learning materials have been made available to students in a comprehensive, modern, learning resource center that was built with Title III funding. The college has been able to begin to develop its own fundraising capabilities through the establishment of a development office. Enhancements in support services to students have resulted in decreased attrition rates and increased enrollment and opportunities for our students.

The survival of 2 year, HBCUs, like CSTC is critical in view of the demographic projections of the work force in the

21st century, and Title III has been critical to the survival of institutions like CSTC. Please bear with me as I share one success story which says it all:

The story is about one of ten children whose mother died when the child was a junior in high school. Her grades dropped from As to Cs. Although she did finished high school, her education was halted with the birth of three children. In attempting to meet the financial needs of her family without the assistance of a husband and father, this woman realized that she needed a job that would make things better for them. She recognized that education was the most viable approach to upward mobility in the work place and enrolled at CSTC. But the rearing of three children, working part-time, and going to school presented quite a challenge. She often thought of giving it up. She is now the executive secretary for the Housing Board of the city of Prichard in Alabama and quite an inspiration for those who know of her perseverance. I would like to quote from a recent newspaper article which highlighted her achievements: "I was greatly inspired by teachers at CSTC. They had confidence in me when I didn't have confidence in myself. When I wanted to give up, and quit school they wouldn't listen to me. They kept telling me to go on to class. They wouldn't give me a break. They wouldn't leave me alone. Every time I thought I wanted to give up, they wouldn't let me. I'm very thankful for them." What does this story have to do with Title III? CSTS helped this woman to make a decent life and a decent living for her family. Title III has helped CSTC to provide a decent education for her that she could not otherwise achieve.

I could spend the rest of my allocated time citing other success stories, detailing the specifics areas in which Title III funding stabilized our institution or expressing appreciation to you and your colleagues for your sagacity in providing this direct aid to institutions such as ours. But that time would still be inadequate to express the thanks due to you or to explain just how much Title III has meant to us.

Please allow me, then, simply to offer the following recommendations for your consideration:

Part B: Strengthening Historically Black Colleges and Universities

(1) I wish first to recommend increasing the minimum Part B grant from $350,000.00 to $500,000.00. This increase would help CSTC and other small institutions cope with inflation as they attempt to maintain their current programs. While we are most appreciative of the allocation that we have received, several small institutions have received no increase for the past 5 years because the allotment is

number driven, based on the proportionate number of Pell Grant recipients, and in many situations, our numbers are relatively constant due to our missions.

(2) I also recommend that the language of the legislation be altered to allow institutions to use funds from Part B, in any proportion, for any activities which are directly related to the goals and objectives stated in their approved proposals. The current language allows, e.g., that ..."a grantee may not spend more than 50% of its grant award in each fiscal year for costs relating to constructing or maintaining a classroom, library, laboratory or other instructional facility;... Institutions need flexibility in the use of funds for activities which are related to their specific goals although such activities may not be authorized.

In concluding, may I state that I support all of the recommendations of the Black College Joint Legislative Committee but I specifically appreciate the opportunity to share my concern about the specific recommendations that will have an immediate and a very direct impact on small institutions. Thank you very much for this audience.

Chairman **Jefferson**. Well, thank you very much. Let me say, you better not count against your time at the end. And to all of you, this has been truly brilliant testimony. I am sure all of the members of the committee would share in my assessment of that. This is testimony that we could not have gotten in Washington. We would not have had the time, and we would not have had the opportunity to present as you have here. So, these field hearings are extremely important. I think you give credence to the reason why we take the time to come out into the field and to hear what people like you, college presidents and others, have to say about programs we are enacting in Washington to serve you.

Let me just ask one question, then I am going to let the panel ask. Dr. Hackley, you provided a lot of projections about the need for graduate level degreed black Americans, and you talked about the difficulties of achieving those. I want to know if the provisions that we are talking about proposing in the College Opportunity Act, or in the reauthorized bill, to focus more on graduate education in the Historically Black Colleges and Universities will make us move in the direction that you think we need to move to reach these goals you are setting forth here?

Mr. **Hackley**. Yes, Mr. Chairman, I think so. But, so long as we understand that some of the debilitating circumstances which reduce minority kids' opportunities all along the line have to be addressed at the same time. We cannot focus on the doctoral level to start talking about increasing black Ph.D.s, for example. We cannot talk about the Master's level to start talking about that.

We have to start talking about the causes for those students to drop out, whether it be from improper education, improper support in a well-designed education system—if the kids are not getting support in that, they are going to drop out early on. We have to look at those all along the line, and make these students understand early enough that that opportunity is out there.

Right now, things are getting extremely hard for the people that we are talking about. They do not even see those as viable opportunities. So, they limit their horizons well below the level at which we can start talking about them getting into a Ph.D. program in engineering, for example, or going to medical school, law school, or any of those. They are there, but they do have to be tied in to continue the process.

Chairman **Jefferson**. While we should focus on those now, for those who are at the threshold point of going into these programs, if we are going to ultimately be successful in reaching the goals you have in mind, we have to reach back into the elementary school levels, and start creating aspirations there for these college goals well before it is time for the kids to go to college. That is your ultimate message.

Mr. **Hackley**. Yes.

Chairman **Jefferson**. Does anyone on the committee have a question of any member of the panel?

Mr. **Kildee**. First of all, Mr. Chairman. You obviously assembled a very powerful forum here today, and I really appreciate that.

As Dr. Fort was testifying, I began to get some relationships together. I worked with your brother, Hershell, who represented the Detroit Board of Education for many years in Washington. He is retired now, and we miss him very, very much. As you talked, I could see the family connection there. Both of you are great advocates for education. I appreciate your being here.

Several members, starting with Dr. Cook, stressed that increasing grant assistance, and reducing the reliance on loans, is very important. I think you would all agree, too, that simply increasing the Pell maximum without making entitlement does not really help a great deal in the long run because we have not fully funded the full authorization for 10 years. So, would all of you agree that we should really make it an entitlement? Dr. Turner, you mentioned that starting with the freshman year might be a way of doing that. I think that maybe is—do you all agree? I like your idea there because I have been trying to find a way to get it to be an entitlement. Maybe doing it in that fashion might be a way to massage it through the legislative process.

Dr. Hackley, you also mentioned that the failure to address education needs is a greater danger than Saddam Hussein. You know, that is well put. What we did, is we took that war off budget. Would it not be great if we could take education off budget for awhile, right, and recognize the real danger of not funding education. We did take that off budget. Your statement is one that I probably will plagiarize a bit.

Mr. ROBERSON. One of our former Secretaries of Education, I believe, stated that if someone would have provided the type of education system that we have in America, we would have looked upon it as an act of war, and gone to war with it.

Mr. KILDEE. To declare war on ignorance would be a great declaration, would it not?

Mr. FORT. That quote was taken from A Nation at Risk, which called 10 years ago for a major reform in K through 12 education. Incidentally, Congressman Kildee, I think that your comment we very much appreciate. Our hope, of course, is that you six distinguished Members of the Congress will make known your reactions to, and your support of, what we have said today, as you begin your dialogue with Secretary Alexander and his colleagues. If, in fact, he is convinced of the reality that you support, what we have espoused today, then that might very well rearrange whatever points in his current philosophy, or suggestions, or recommendations differ from that which we have stated today.

Mr. KILDEE. Well, I think you realize the importance of your testimony here today. Not only has Mr. Jefferson assembled a great panel out there, but he has brought here to New Orleans over one-third of the caucus of the subcommittee, which I think is the largest assembly we have ever had. So, this could be a turning point, because you have talked to a good cross-section of the subcommittee.

Mr. FORT. Mr. Chairman, the other point that I would like to stress, if I could, and I know that my colleagues at the table will support this, is that the bottom line, as so eloquently indicated by my close friend and colleague, Dr. Hackley, is this—if we do not achieve parity, then the very economic development ethos of this Nation, positioned 6 or 7 years hence into the year 2000 and beyond, would be absolutely detrimentally damaged.

It means, therefore, that there is a definite and inescapable relationship between the enhancement of black campuses and the economic development posture of this Nation that cannot be denied. It has been validated by the National Science Foundation, by the National Research Council, and by the Department of Energy. The very fact that, for example, Admiral Watkins will spend millions of man hours for purposes of espousing the point that Dr. Hackley made with regard to the importance of getting the kids before they get to college, suggest that even from the point of view of the person who is in charge of the Department of Energy, he sees that there is a relationship between the evangelization of these youngsters before they get to grades six, seven, eight, and nine, and the ultimate closing of the gap between what is and what must be, as far as the productivity of scientists, engineers, chemists, and so on, are concerned for this Nation's future.

You represent the listen ability of this Nation to whether or not America will get serious in relationship to its recognizing once and for all that absent the weight, the influence, the power, and the presence, and the commitment of these campuses, this Nation, economic development is really down the tubes. It really is that serious. It can be validated.

Mr. HAYES. I have a couple of questions, very brief, that I want to raise. But, I do want to make a statement that underscores what already has been said. This panel is one that, I have been to a lot of committees here, but I have never seen one with this kind of breadth, and one that expresses itself with such candor as you have expressed yourselves. You have been honest, not afraid, and one of the things that impresses me so much is that you have reached levels in the educational field that are not easy to reach, as presidents of universities. But, you have not forgotten your roots from whence you came. I think that one of the things that I have often said, and that nobody has been able to refute yet, one of the best defenses, Dr. Hackley, that this Nation could ever have is to educate its young, its youth. Not found in spending so much money to bail out savings and loans, and cover up those who did wrong, as has been the case, we are going to have to deal with this again. Yet, when it comes to some of the educational shortages that you have talked about here, we do not have the money to do it. This is what we have to confront with. I just wish the other 429 Members of the House of Representatives had been exposed to the kind of testimony that we have heard from you all.

My specific question, I guess, is I am interested to find out, and all of you can respond to it, but I will start with you, Dr. Hackley, because you raised it. On page five of your testimony, you say in reference to the elementary schools, our minority enrollment is 90 percent. Twenty-eight percent of the math and science students are low level, as compared to seven percent in the large white schools. Do you think this is an accident or by design?

Mr. HACKLEY. Mr. Hayes, whether it is an accident or not, it is a fact. What I do in my work, I am the Vice Chairman of the Southeast Region Vision for Education, the $18.5 million laboratory that serves this area in the Southeastern part of the United States. What we do is we disregard whether it is accident, racism, or what have you, and ask the schools to put in place plans designed to remove all the gaps among the children.

I have tried, in another state, to come at it from a human dimension rather than from standards and procedures for getting them out. Now, that is my educational approach. You explain to me why there are such disparities among the children in your school. Why are 90 percent of the white kids at grade level or above, and 90 percent of the black children are below grade level? What plan do you have to remove that within a certain period of time? That is precisely the approach. Accountability and responsibility for all the children in the school because the people take jobs based on educating all the kids. If they cannot do that, then they ought to be asked why they continue to take the money.

Now, my view, my own personal view is that the schools have failed to deal with the whole spectrum of kids, absolutely failed. In order to deal with that, they have dusted off some antiquated myths about intellectual inferiorities of certain kinds of kids. Then, they represent that in their placement of children. And they make the policy, or make the prophecy become fulfilled. So, there is probably, again, my own personal view, there is probably some lingering consequences of racism embedded in there, but I do not approach it from that perspective. In fact, I say, I do not care whether you are a racist or not, you have too many black children below grade level, and you need to do something about that.

Mr. **Hayes**. I think you are right. It is a difficult thing to do, you know. In a state like mine where access to education is really different in poor areas, in the elementary level, as compared to the suburban areas, where the state who has the distribution of money, they do not have the same equipment in this high tech society we live in. Computers are not available in some high school levels, you know. You spend $6,000 or $8,000 a year on a kid who goes through high school in the suburbs, and maybe $3,000 for one who goes to school in my district, for example, which is 93 percent black. So, I cannot ignore race as being a problem, particularly at this level of elementary education.

Mr. **Hackley**. Mr. Chairman, can I add one point to that? Or, Mr. Hayes? I studied educational problems the same way I studied political science when I was in my Ph.D. program. The problem goes all the way back to *Brown* v. *The Board of Education*. It was extended right into *Adams* v. *Richardson*. We misunderstood the intention of those laws. We thought and allowed people to define the issue as desegregating buildings—that the name of the game was to get black children and white children in the same physical setting.

So, what has happened as a consequence of that, we have course proliferation and all kinds of strange titles for worthless programs designed primarily for black children and minority children in that same physical setting. So that we end up with a desegregated building, but segregated education. If you stack up math courses, for example, in the typical high school in America from say, advanced calculus all the way down to arithmetic for everyday living, which will not get anybody a living, but anyhow, that is what it is titled, just in high school, as you get down to the bottom, they get blacker, blacker, and blacker. If you plot the increase in those worthless courses into the curriculum, you will find that they increased after integration. As more and more black kids got into these schools, more and more of those kinds of courses were added into the curriculum. In North Carolina between the seventh grade and the twelfth grade, there are 400 courses available. The university asks for 12 courses in order to be admitted to the University of North Carolina system.

Mr. Hayes. I have one question I want to throw at all of you. It is key to me. This Nation's historically black colleges have been the traditional sources for more than half of the country's black teachers. Currently, the need is increasing, for an increase in the number of minority is truly at a priceless point. Can you inform me of any innovative or alternative programs for the production of minority teachers, particularly blacks, for public education?

Mr. Fort. I am going to give you a name, and then I am going to have to leave for the airport, Congressman Hayes. I would strongly urge that you glean either some written testimony or verbal statements from Dr. Barbara Sizemore, who is a professor at the University of Pittsburgh, and the former superintendent of the schools in Washington, DC. I think that she probably knows more about the whole question of getting a response to your question than any two people in the state or elsewhere—Barbara Sizemore.

Mr. Hayes. All right.

Mr. Moore. I am presently chairing a master plan task force for the State of Louisiana Board of Regions on teacher education. That is one of the issues that we are addressing. So, I do not have all the innovative programs for you today, but I certainly will be able to send them to you. That is a part of our task.

The problem is complicated by having to address so many dimensions of the problem. You see, it is not enough just to offer scholarships to good male students, or black students, to get them in, because on the other end, you have to deal with the pay. So, it involves more than the college or university, but it ultimately will involve the state board of education or whatever agency is responsible for salary. So, it is not a simple matter of attracting people into a discipline, such as engineering, but it is a matter of salary and overcoming all of those myths and misconceptions about teaching. It is very complicated and multidimensional in nature.

Mr. Hayes. I will just shut off here.

Mr. Moore. But, one which we are addressing forcefully in this state, by the way.

Mr. Hayes. I do not expect responses from the others.

Chairman Jefferson. Mr. Payne?

Mr. Payne. Thank you very much. I really enjoyed all of the testimony. Dr. Fort, I also appreciate you. I know you have to leave. If you have to get up while I am talking, I will not take it personally, knowing that you have to get a plane.

I would just like to say that it is unfortunate that we cannot see represented in the classroom, and I am a former teacher who taught for about 10 years, that we cannot see the same reflection in the classroom of male instructors, as we do see at the presidential level. It is very key and important. I think that we have strong male African American teachers in the classroom. It is extremely key, in my opinion.

I just have one quick question. As we know, there is definitely a turn towards historically black colleges by many students, in particular now, in the North, who are now looking towards sort of a trend of having an interest in admission to historically black colleges. I would assume, and I know Spellman and some of the schools, Morehouse, have been rejecting large numbers of students who are applying for admission simply because they do not have the space. I would imagine that this trend is going to continue with all your institutions. You are going to get more applications, and in fact, you are going to get students who are scoring higher on tests scores, than perhaps you had 2 or 3 years ago.

Now, the question is this, I assume this is being anticipated, what are you planning for those students who you have been able to accommodate in the past, as the larger numbers—for example, we have more black students, for example, in some universities in New Jersey, independent white universities, than some historically black colleges have on their campuses just because they are larger and that is where they go. As the trend starts to turn around, for example, Bloomfield College, in my district, has probably as many black students as some historically black colleges. As these students start maybe to rediscover the schools of historically black colleges, how will you be able to accommodate the large increases in numbers that you will be having in the near future, and how do you accommodate those that were traditionally served?

Mr. FORT. Mr. Chairman, let me respond very quickly. I am glad Congressman Payne asked that question. Two things—number one, you garner the resources that are absolutely critical as pertains to the enhancement of the programs that you need in your campus to accommodate the needs of the youngsters that come to you in increased numbers. That means, then, that these enhancement tools have to be gleaned from sources that are multiple, and that are not relegated merely to that which comes from state coffers.

For example, it is a misnomer that there are publicly supported historically black campuses. They are publicly assisted. Case and point, A&T operates an $80 million budget. We have nearly 7,000 students. Only 59 percent of that budget comes from the state. The rest must come, same thing for Dr. Hackley, from Federal agencies, from foundations, a limited amount from tuition and fees, and from the corporate sector Fortune 500. That means that we have to have the assistance of each of you at the table up there in relationship with providing the additional resources that are absolutely critical as it pertains to accommodating these additional kids.

The increases, I predict, are going to continue notwithstanding the reality that the birth rate shows a lesser number of 18 year olds in the pool between now and at least the year 2002. The important thing to recognize in this regard is the cost. Kenneth Clark, more than a quarter of a century ago, in his massive volume Dark Ghetto, indicated that black kids, historically, have been categorized and relegated to track A, track B, the green giants, the buddies. It all means the same thing. They are not being taught because those that are responsible for their teaching are convinced that they cannot learn. As a result, the point that Dr. Hackley sets in, the self-fulfilling prophecy, leads to the results of racism institutionally in the classroom.

The kids know that. As a result, if they leave the classroom and, notwithstanding that system, do manage to get the high school diploma, some of them with honors, and then go on to the majority institution, and find a repetition of the same kind of nonsense, then increasingly, they say to themselves, "Well, heck, the salvation must be to take a crack at the historically black campus." I predict that that is going to increasingly occur on a larger and larger scale, notwithstanding the decline in the 18 year old age pool. Therefore, the Federal Government, along with the Fortune 500, has to assume the responsibility for increasing its commitment to these campuses.

It is not enough, for example, to say that Title III, as was mentioned earlier, that Title III should set aside dollars guaranteed to design the establishment and the enhancement of development offices. That suggests that those development offices in the main are going to be concentrating in fundraising activities that evolve from the garnering of dollars from the Fortune 500. I am saying that that is all well and good. But, that those same offices, if they exist must also be involved in the business of garnering Federal dollars—dollars that are designed to enhance these campuses. Therefore, on that basis, to save this Nation's collective neck.

Mr. **Hackley**. I would just like to take——

Chairman **Jefferson**. We are going to have to take it very quickly, and move on to the others, very quickly.

Mr. **Hackley**. A quick response. It appears that Representative Payne read the part of my address that I did not give because of my efforts to conform to time constraints. I will just read four sentences. The great challenge that many HBCUs face today is that of creating learning environments which will accommodate students of a wide range of abilities and backgrounds. Hence, it is not surprising to find schools employing three distinct tracts of learning, including a development tract, which is where a large number of those students will be; a standard, what we call the average tract; and, of course, an honors curriculum.

Generally, special emphasis is placed on the two extreme tracts, you know, on the honors or on the developmental. The ones in the middle are sort of left unattended. Then, I go on in the final sentences to indicate that through partial support from Part B funds, but also through the types of things that Dr. Fort is talking about, we can address those varying needs. It has to be done that way because it will require special attention, and a normal formula will not give you the money through state appropriations to deal with it.

Chairman **Jefferson**. We will let Dr. Cook, since he is the host here, make a brief comment. Then, we will go to Congressman Washington and to Congresswoman Mink. Since he is from Texas, he will yield to her, because he is the gentleman from Texas.

Mr. **Cook**. Black and white institutions are not monolithic. They represent a wide universe. The spectrum is very broad. Hence, the answer to the question of increasing numbers of black students coming to black colleges cannot be the same. Some institutions, like Dillard, will become more and more selective. We have been selective, but we are increasingly selective. We have set a cap really on the number of students. We are about where we want to go, around 1,600. We simply cannot take additional students. That involves all kinds of facilities. We are trying to expand here and there.

So, the answer depends upon the school. Now, there are many black schools, let's face it, that are not too crowded. There are a lot of empty dormitories. Obviously, they can take a lot of those students. There are a lot of black schools that have less than 600 students. There have been some schools, you mentioned Spellman, where my wife happened to attend, and you mentioned Morehouse, where I happened to attend. Spellman was taking enormous enrollment. It went up to beyond 2,000 several years ago. The size of it was going in a direction where it did not want to go. So, it cut back. On the other hand, Morehouse is enrollment driven. So, it has been building more and more dormitories. But, you simply cannot project what is going to happen in the next 5 or 10 years in total enrollment.

So, it depends upon the institution. There is not a singular answer to this question because of its complexity and the diversity of institutions. So, the answer that Morehouse might give, or Dillard might give, might not be the answer that A&T might give. But, above all, black colleges and universities represent vast diversity. They are not monolithic. They do not represent a single category. So, the strategies and the approaches will be the functional priorities, division, and the character of the institution.

You raise the question, what kind of an institution do I want Dillard University to be 5 years from now, 10 years from now? If you go beyond 2000, you have a different kind of an institution. So, there are all sorts of philosophical, ethical and humanistic questions to be raised.

Chairman JEFFERSON. Mr. Washington I am sure will yield to you, Congresswoman Mink.

Mrs. MINK. Thank you, Mr. Washington.

Mr. WASHINGTON. For debate only.

Mrs. MINK. Are we here to debate?

[Laughter.]

This has been a very, very exciting and interesting panel. I have learned a great deal. I do have a mountain of questions. I know that the time is limited, but I wanted to expand on the idea of the importance of expanding opportunities for students in your colleges.

My question is, first, if we were able to, if you were able to fully maximize the educational opportunities that you could offer in all of the 114 colleges, how large an increase would that be for the student enrollments in your black colleges? Does anyone have that answer? If we are talking about the necessity of enlarging Federal support, and establishing an entitlement program which would guarantee every eligible student that wanted to enroll in your colleges, how much of an expansion would that entail?

Mr. FORT. Congresswoman Mink, I would have to refer it to Dr. Cook's eloquence. He has hit it on the nose. There is no monolithic answer. I can suggest to you, for example, just one sample response.

There are a number of campuses in this Nation that are historically black and have highly organized and sophisticated pre-Ph.D., or even Ph.D. programs in the field of engineering. I mentioned eight in number. Now, those are unique. We have been given the nature of the economic development and goals internationally of this nature for the year 2000 and beyond, therefore the dollars that are needed for purposes of enhancing the infrastructure of those eight campuses are massive, if not monumental. But, as far as I am concerned, they must be met if, in fact, this Nation is to seek and to secure its destiny from just the point of view of developing a greater stance, internationally, in the area of engineering.

Secondly, and at the same time, we talked about the need for increasing by five the number of graduate programs that are housed by five institutions, as pertains to such fields as pharmacy and the law. Pharmaceutical sciences are absolutely critical as pertains to the health status of not only black kids, but also white kids, yellow kids, and brown kids, too. On that basis, then, it is critically incumbent upon the Nation to do something about increasing the viability of the ability of those campuses that have schools of pharmacy to deal aggressively with the needs of their students, such as Xavier, for example, in this city, or my friend Fred Humphrey, who is with Florida A&M in Florida. On that basis, then, you need another package of dollars designed to insure the adequacy of those youngsters.

But then again, thirdly, as cautioned by my friend Dr. Hackley, something must be done to insure that there is an enhanced relationship between the undergraduate liberal arts relationships on our campuses at the pre-graduate school level, and what happens as a connecting link between the undergraduate programs and the youngsters that are coming in K through 12. That requires billions. That is the reason why I made my comment at the outset that to merely talk about $900 million, or whatever the figure is, as the figure that has been given to us in an allocation basis, is totally insufficient when you take a look at the nature of the track records that this Nation has promulgated on behalf of less than 100 institutions nationally since the inception of the National Science Act.

Once Sputnik hit the fan, this Nation pulled out all the stops. The problem is that in so doing, it created that gargantuan like galloping ethos defined as the good old boy network. That good old boy network, like it or not, enhanced the coffers, the laboratories, and the structures of such institutions as Berkeley, Michigan, and other institutions. I am not knocking them because I did my undergraduate work at Michigan, and did my doctorate at Berkeley. So, I am not knocking those institutions. But, the fact of the matter is, that of that 100, only in the top 50 was there one black campus that enjoyed the spoils of that fruit.

I am saying to you that enough is enough. Now you have to increase the viability of billions, not just millions, billions as levied toward the necessities of these campuses on a non-monolithic basis. That means you take care of the needs of the engineering schools. You take care of the needs of the pharmacy schools. You take care of the needs of the undergraduate programs and their variances as they impact upon these 114 institutions.

Mrs. Mink. One final question. Do I still have some time? We are under a 5 minute limit, too.

I was interested in Dr. Hackley's comments having to do with the necessity of starting early, beginning even in the sixth grade. Could you sort of explain how that program works at your college, and how you identify which students you are going to impact at the sixth grade, and what successes you have had, and what numbers you have dealt with?

Mr. **Hackley**. The question you just asked also includes some reference to what Mr. Payne asked. One thing we need to do is to understand that we cannot save the whole world. That is what I tell my campus. But, we can do a whole lot more about what is going on in our county than we are doing right now. So, we have a scholarship program, for example, where students are given academic scholarships. They are required to perform public service, at least 6 hours per week of public service in the public schools. They go into the elementary schools and mentor and tutor young children.

We have a wealth of information, both anecdotal as well as statistical, to show that the students do do well. They dress better. They behave better. They change their attitudes about so many things when these college students come in there and spend an hour or 2 hours with them per week. They move around.

So, we have those numbers. We have the numbers of the Upward Bound, bridging programs. But, what we are trying to do is not just change the number. I think this gets in with what Mr. Payne was asking. We do not want to just change the number. We want to change the quality of the number arriving so that they will begin to get out of school.

Most states fund on a body count so that the students come into the university. They stay there for 11 days. They drive the budget, and what happens to them after that is not relevant, just as long as the next year you bring in another number to drive your budget some more. What we ought to be focusing on is making sure that they move all the way through, and hold schools more accountable for graduations than from the number that comes in the door on the front end.

As I talk to you about what has happened at Fayetteville State University in the past 3 years, that is a result of the activities that we started 3 to 3½ years ago. The kids then were in ninth and tenth grade when we started working with them, and changed their aspirations about going to college. It is interesting, and let me say this, and I will try to quit it like this, but this is a very important subject to me.

When we work with those kids in those minority areas, if you go in with them in September, and you ask those kids, "How many of you intend to go to college?" The hands that go up are very, very minuscule. But, after 2 or 3 months, practically 90 percent of those kids raise their hands, and they say, "I am going to go to college." For us, what we also understand that they say is, "Not only am I going to go to college," we are talking about sixth and seventh grade kids now, but they say, "I am going to Fayetteville State University." The kids they work with are from Fayetteville State University, with the T-shirts on and the sweatshirts on, and they talk about the campus. They bring them to the campus to visit. They look at the observatory. They visit classes, etc.

That is the way to get them linked to something that happens after the twelfth grade. As I said, about 45 percent increase and the black student enrollment from that county alone, that is a consequence of that. When we see 58 percent increase in white students coming from that county, that is a consequence of that.

And when we see them moving through the university, that is not only a consequence of the increasing numbers, but it is also a consequence of our having told them, "You need to take Algebra I, Algebra II, and Geometry. Do not let that counselor put you in Arithmetic for Every Day Living and Marketing Merchandising. Take real Biology. Don't take this Applied and Technical Biology. Take real Biology." We send things home to their parents. We meet with the parents. We hold family math night where we tell parents how to teach their children math, and all that kind of stuff.

I apologize for taking that much time. But, this is a very comprehensive type of thing that we are doing. And the results, as the statistics show, is what I was trying to show you about what occurs when you work with those kids.

Finally, the program in Cleveland, is the one that shows not only do the kids behave better, and have a higher grade point average, but they graduate in higher rates from those high schools. They go to colleges in higher rates. And the graduation rate, generally, from that program that has been going on a number of years now, is 80 percent. The graduation rate nationally is 50 percent. For black kids in that program in Cleveland, the graduation rate is 76 percent, and nationally it ranges from 26 to 31 percent. So, they do work.

Mrs. **Mink**. I commend you for that. I am really excited. I hope we can put something into the Higher Education Bill that does exactly that.

Chairman **Jefferson**. Well, thank you, and I should say this. There is no way to answer with the comprehension that you would like to the question that Mrs. Mink has asked. I would like to, and I am sure the committee would like, to have each of you for the questions that have been asked that you could not have been fully able to respond to, to respond to the questions in writing so that we can make the best use possible of the information you have that you can provide the committee.

We still have our outstanding gentleman from Texas. Mr. Washington?

Mr. **Washington**. Thank you, Mr. Chairman. I will be very brief. I am mindful of the time. I believe we may request, by unanimous consent, may we not, Mr. Chairman, that the record remain opened for a period not to exceed 14 days for the presentation of other written documents of response to questions?

Chairman **Jefferson**. Is there objection from the committee? Without objection, it is agreed to.

Mr. **Washington**. Thank you, Mr. Chairman. I did not want this record to remain silent on one point. What you all do is so, so very important because in the areas where we need additional strengthening and support from "outside the belt," you bring that. There are some who suggest that Members of Congress, from time to time, only talk to themselves and listen to themselves, and there is no support out in the real world for some of the ideas and notions that my brother from Illinois and the rest of us attempt to articulate.

And since I was not here and did not have an opportunity to ask any questions of the Deputy Assistant Secretary on one specific point, I would like, if you have any feelings in that regard, in the time available, otherwise, if you would express them, I have some concern, and perhaps it is just me. If so, if I am dreaming, just tell me that I am dreaming, and we will go on to the next panel.

On the question of the potential violation of Title VI of the 1964 Civil Rights Act, with respect to the Part B funds and the recommendation of the administration that they eliminate the requirement that institutions continue to have as their principal mission the education of black Americans. I am troubled by that suggestion, even taken alone. But taken in concert with the advisory opinion, or whatever it was, from the Assistant Secretary back in December with respect to race specific scholarships—these things taken together, it seems to me to appear, at least from this unlearned person's point of view, to set up a straw man for the purpose of later knocking that straw man down.

As far as I know, these institutions have always been integrated, in that they have always been opened to people of all races. I do not know of a historically black school in the history of this country, at least in my readings and my scant study, that discriminated in the sense that doors were closed to whites or persons of other extractions, while, of course, the same was not true.

Then, you put that against the backdrop of this same administration with the other tongue, talking about choice in schools. Well, you are talking about choice in schools that are private and still segregated. How do these things reconcile themselves, or am I just dreaming?

Mr. **Kildee**. Oh, you are not dreaming.

Mr. **Washington**. Is it just me? Am I paranoid? I mean, is there——

Mr. **Hackley**. You may be, but that does not mean that that is not a valid question that you raised.

Mr. **Washington**. I am interested in your thoughts, if you have thoughts, on the record. It was not a rhetorical question. Perhaps, I asked it in a rhetorical fashion. But, let me put it this way. Against that backdrop, then, do you have any response to the suggestion by the administration that they make "color blind" the Part B funds for institutions such as yours?

Mr. **Cook**. I have a response. I think it is based upon a tragic illusion. This society, Congressman, did not accidentally produce racism or the disabilities of blacks. This society builds on a conscious and deliberate attempt, going back to slavery, not only to exclude blacks from equal opportunity, but really to dehumanize them, too. It is not accidental.

I am always amazed to hear people talk about color blind in the American society, when the whole history of this society has been the very opposite. If you argue to have a color blind society now based on all the disabilities, all the oppression that blacks have suffered, what you do, Mr. Congressman, is to idealize, absolutize, and sanctify the status quo with all of these injustices, all of this oppression, all the disability that blacks have suffered down to the grinding years, the decades. This is a tragic illusion.

There is nothing racially unconscious about American society. On the contrary, just as it took conscious, deliberate, concentrated, sustained efforts to build this society's institution on racism, it is going to take concentrated focus, creative and sustained efforts to dismantle all the inequities of the status quo. What you have now, and this illusion of the administration and of others, when you talk about color blindness, this reflects a dramatic and tragic blindness to the reality of color. This whole pattern of racial discrimination, based upon the past, and the past is the present, if you do not use race specificity, if you do not concentrate on this dismantling of racism, what you are going to do is to absolutize the status quo, and blacks are going to fall further and further behind in this race in the pursuit of the American dream.

So, I differ with them on it. I think it is a tragic illusion. I think it is anti-democratic. I think it is a moral disgrace and a scandal.

[Applause.]

Chairman Jefferson. How do you really feel about it?

Mr. Washington. Thank you, Mr. Chairman.

Chairman Jefferson. Thank you for your provocative question, Mr. Washington.

Chairman Jefferson. Thank you very much. This has been a brilliant panel. We really applaud you for what you have done here. Thank you very much.

[Applause.]

Chairman Jefferson. I want to try, if I can, we only have two persons in the next panel. If we can really hold to our 5 minute rule, and really move this, we could be free around 1 p.m., and may be able to get a sandwich and come back and finish up. That is what we had planned to do, and I really hope that we can adhere to that, and get that done.

Will the next two panelists please come forward? Barbara Tucker-Blair and Joe Page.

May I please get the panel going? I know that things are stretching out a bit. But, Mrs. Barbara Tucker-Blair, if you are ready to start now, ma'am, we would like to begin with you. Then, Mr. Page, just follow directly. We will ask questions, as we have of the last panel, at the conclusion of the testimony of both of you.

Mrs. Blair?

STATEMENT OF BARBARA TUCKER-BLAIR, DIRECTOR OF FINANCIAL AID SERVICES, TUSKEGEE UNIVERSITY, TUSKEGEE, ALABAMA

Mrs. Blair. Thank you, Mr. Chairman. Members of the House and Labor Subcommittee on Post-Secondary Education and Labor, I am Barbara Blair, Director of Financial Aid Services at Tuskegee University located in Tuskegee, Alabama. I am honored to be here to address this committee on the Historically Black Colleges and Universities.

Chairman Jefferson. May I interrupt you for just a moment? If you have observed the rule that we have been trying to operate on, that is to summarize your testimony, limit it to 5 minutes if you can.

Mrs. **Blair**. Yes.

Chairman **Jefferson**. I would like to just reiterate that with the hope that it would be adhered to this time.

Mrs. **Blair**. Historically Black Colleges and Universities have a significant role in educating and producing successful black American and other minority graduates. Dr. Joyce Fleming reported in Blacks in College, that "in determining what happens to black students in black colleges as compared to black students who attend white colleges, even with fewer resources, black students in black colleges show more academic progress than blacks in white colleges."

It has been predicted, as previously stated, that by the year 2000 the majority of the work force in America will be made up of minorities. They will not be able to compete without affordable opportunities for higher education. Aiding minority and nontraditional students in attending HBCUs that offer quality programs is crucial to the survival of this Nation. Many of the minority students who have graduated would not have been able to do so without the assistance of funds made available through Titles in the Higher Education Act of 1965. For this, we are grateful.

Approximately 17 percent of all black students enrolled in post secondary institutions are enrolled at HBCUs, but they graduate approximately 30 to 35 percent of all black students. We are all aware of the constant reduction in Federal dollars available over the last 10 years. HBCUs have been adversely affected by these reductions.

Titles I through XI of the act are each significant to HBCUs as a whole. They are the key to viable strengthening of HBCUs. Their overall goal is to provide opportunities for students to get the best education possible at colleges of their choice. While Tuskegee University receives funding under Titles III, IV, and X of the act, my comments will be focused briefly on Titles III and IX, and mainly on Title IV.

The programs and provisions in the act which we view as most significant to the mission and financial stability of HBCUs include, Title III, strengthening developing institutions. Funding under Title III supports institutional efforts in planning, implementation and evaluation of programs in academic and administrative areas. Unrestricted grant money is provided that enables us to strengthen our faculty, renovate buildings, purchase computers and other special equipment that we would not otherwise be able to afford. Additionally, this provision has made it possible for Tuskegee University to upgrade selected educational facilities to meet accreditation requirements. Specialized accreditation of professional programs ensures and assists the university in meeting its mission to offer superior technical, scientific, and professional education with a career orientation.

TRIO helps us identify talented minority students and provide support services that are essential to their enrollment in college. It is also important that the TRIO programs receive adequate funding so that critical special services and community development programs can continue.

Title IV, the student aid programs, increasing funding for the Pell Grant, SEOG, SSIG, and College Work Study programs, would make it more conducive for needy individuals to attend colleges of their choice in both the public and private sectors. This would also assist in aiding universities to work toward their mission and financial stability in that financial aid awards would be more attractive to students. Offering aid packages with less loan liability could increase enrollment in HBCU schools.

Concerns under the Title IV of the act.

1. Because of the current structure, students have to rely heavily on loans to finance their education and black students are very reluctant to take out loans, which makes the choices more difficult for them. This would indicate that there needs to be a balance between grants and loans. There is not enough grant support for first generation students. As a result, this causes them to miss out on opportunities of choice, or they graduate with heavy loan indebtedness, thus increased default rates on loans. The loans are not repaid, not because they do not want to repay them, but because the jobs secured do not pay enough to enable them to repay. In other words, the earning power does not measure up to the loan liability acquired by students in completing their educational careers.

2. Because of the loan burdens, there is also a reduction in the number of black American students able to go on to graduate schools. The end result is a decrease in the number of students going on to earn Ph.D.s from graduate schools around the country. What you get is a tendency for people to abandon education for the more lucrative fields of law and engineering.

3. The possibility of community service being tied to a student being able to go to college is another concern.

4. The paperwork reviewed by financial aid administrators is enormous. The process is so complicated that many people in need get hung up in verification. Reducing the amount of paperwork required to perform verification, and simplifying the documents by applications are necessary.

5. Middle income students are being squeezed out of the financial aid process, thus being deprived the opportunity to attend the college of their choice. Home equity as a part of the resources tends to indicate that the parent can do more, however, this data can sometimes be misleading. We have found in awarding financial aid at Tuskegee that middle income students need just as much, or almost as much financial assistant as low income students.

6. The effort underway to revise policies and procedures for the loan program through the direct loan program would help to reduce the paperwork burden in administering loan fund to qualified students. We somewhat support that notion.

Title IX of graduate education. As previously stated, the number of minority candidates for doctoral study are steadily decreasing. The loan liabilities that students are ending up with to pursue graduate studies is alarming. Having additional grant funds to assist minority students to pursue master's and doctoral degrees will ensure availability of qualified human resources for the future. Increasing the amount in the programs already established could be one way to increase graduate access.

In conclusion, we must find ways to support education, or by the year 2000 other countries will leave us behind.

Recommendations for improvement of the act's effectiveness:

1. Simplify the need analysis process and applications for students.

2. Simplify the independent student definition. It is currently difficult, and the way that it is designed on the application, it makes the application form look intimidating to the students.

3. Increase SEOG, SSIG, Pell Grant, and College Work Study funding. Federal support of SSIG is very critical. A significant number of students benefit from SSIG. Requiring the states to match funds could eliminate some states from providing these funds to their students. If the states are not financially equipped to match these funds, it would have adverse effect on students and their families. Increased funding in the College Work Study program would make more jobs available, while giving a larger number of students financial assistance and job experience. The work study program is an excellent source of self-help funding. By increasing Pell and SEOG funding, the needier students could get better aid packages and less loan liability.

4. Make public assistance applicants automatically eligible to receive Federal funds without a financial aid verification process. These applicants have already undergone verification.

5. Require standard applications for Part B loans. The multitude and diverse number of applications that we have to use to process GSL inhibits expedient processing and delivering of funds.

6. Reduce the paperwork requirements for processing aid and administering the programs. The amount of paperwork required to award various types of aid and to properly administer each program is enormous.

7. Allow grant or loan funding without a needs test, through Title IV, for the nontraditional student. Higher education trends are headed towards increased numbers of nontraditional students entering the arena.

8. Continue the provision for renovation and construction in Title III of the act.

9. Increase grant funding through Title IX for graduate study minorities and women.

10. Include middle income students in the grant by removing the Pell eligible criteria from campus based funds, and exclude home equity as a part of the resources in determining for low and middle income families.

Mr. Chairman, committee members, we appreciate the support and hard work that you have put into the reauthorization process. We are confident that Congress will put forth a package that is in the best interest of this Nation. Again, thank you for the opportunity to address the body.

[The prepared statement of Barbara Tucker-Blair follows:]

120
pg. 10 of notes
partial testimony

HISTORICALLY BLACK COLLEGES AND UNIVERSITIES AND RELATED TITLES OF THE HIGHER EDUCATION ACT OF 1965

Good morning, my name is Barbara Tucker-Blair. I am Director of Financial Aid Services at Tuskegee University, Tuskegee, Alabama. I am grateful for this opportunity to address the House Education and Labor Subcommittee on Postsecondary Education as we move closer to reauthorization of the Higher Education Act of 1965.

Historically Black Colleges and Universities (HBCUs) have a significant role in educating and producing successful Black American and other minority graduates. Dr. Joyce Fleming reported in Blacks In College, that "in determining what happens to black students in black colleges as compared to black students who attend white colleges, even with few resources, black students in black schools show more academic progress than blacks in white colleges."

It has been predicted that by the year 2000 the majority of the workforce in America will be made up of minorities. They will not be able to compete without affordable opportunities for higher education. Aiding minority and nontraditional students in attending HBCUs that offer quality programs is crucial to the survival of this nation. Many of the minority students who have graduated would not have been able to do so without the assistance of funds made available through Titles in the Higher Education Act (HEA) of 1965, and for this we are grateful. Approximately 17 percent of all black students enrolled in post secondary institutions are enrolled at HBCUs, but they graduate 30 percent of all black students. We all are aware of the constant reduction in federal dollars available over the last ten years. HBCUs have been adversely affected by these reductions.

Titles I through XI of the Act are each significant to HBCUs as a whole. They are the key to viable strengthening of HBCUs. Their overall goal is to provide opportunities for students to get the best education possible at colleges of their choice. While Tuskegee University receives funding under Titles III, IV, and X of the Act, my comments will be focused only on Titles III and IV.

The programs and provisions in the Act which we view as most significant to the mission and financial stability of HBCU's include:

Title III: Strengthening Developing Institutions. Funding under Title III supports institutional efforts in the planning, implementation, and evaluation of programs in academic and administrative areas. Unrestricted grant money is provided that enables us to strengthen our faculty, renovate buildings, purchase computers and other special equipment that we would not otherwise be able to afford. Additionally, this provision made it possible for Tuskegee University to upgrade selected educational facilities to meet accreditation requirements. Specialized accreditation of professional programs ensures and assists the University in meeting its mission to offer superior technical, scientific and professional education with a career orientation.

TRIO helps us to identify talented minority students and provide support services that are essential to their enrollment in college. It is also important that the TRIO Programs receive adequate funding so that critical special services and community development programs can continue.

Title IV: Student Aid. Increasing funding for the Pell Grant, SEOG, SSIG and College Work Study programs would make it more conducive for needy individuals to attend colleges of their choice in both the public and private sectors. This would also assist in aiding Universities to work toward their mission and financial stability in that financial aid awards would be more attractive to students. Offering aid packages with less loan liability could increase enrollment at HBCUs.

CONCERNS IN TITLE IV OF THE ACT:

1. Because of the current structure, students have to rely heavily on loans to finance their education and black students are very hesitant to take out loans, which makes the choices more difficult for them. This would indicate that there needs to be a balance between grants and loans. There is not enough grant support for first generation students. As a result, this causes them to miss out on opportunities of choice or they graduate with heavy loan indebtedness; thus increased default rates on loans. The loans are not repaid, not because they do not want to repay; but because the jobs secured do not pay enough to enable them to repay. In other words, the earning power does not measure up to the loan liability acquired by students in completing their educational careers.
2. Because of the loan burdens, there is also a reduction in the number of Black American students able to go on to graduate school. The end result is a decrease in the number of students going on to earn PhDs from graduate schools around the country. What you get is a tendency for people to abandon education for the more lucrative fields of medicine and law because of earning power. Fewer and fewer students are going into any field of education. This indicates that fewer teachers are being trained at the elementary, secondary and college levels.

3. The possibility of community service being tied to a student being able to go to college is another concern. Such a requirement would discourage young adults from poor families from considering college because of the delay in qualifying to receive assistance. For the more economically well-to-do student, such a requirement would present less of a problem because they would have other means. Many, if not most, of the black colleges already have community service orientation for students enrolled at their institutions. Voluntary service has traditionally been a key component at black colleges.
4. The paperwork reviewed by financial aid administrators is enormous. The process is so complicated that many people in need get hung up in verification. Reducing the amount of paperwork required to perform verification and simplifying the documents for application are necessary.
5. Middle income students are being squeezed out of the financial aid process, thus being deprived of the opportunity to attend the college of their choice. Home equity as a part of the resources tends to indicate that the parent can do more, however, this data can sometimes be misleading. We have found that middle income students need almost as much assistance as low income students. Bringing this group back into the loop would enable more students to obtain a college education.
6. The effort underway to revise policies and procedures for the loan program would help to reduce the paperwork burden in administering loan funds to qualified students. We strongly support the notion because based on our analysis of the proposal, the positive outcomes would far out weigh any other considerations. Examples are, "elimination of the

GSL application, timely delivery of aid, more time available for counseling by financial aid offices, elimination of up front origination and insurance fees, improved access to deferments, automatic loan consolidation, choice of repayment plans with no additional charges, and reduction in the constant pressure to increase student interest rates to offset government subsidies.

In conclusion, we must find ways to support education, or by the year 2000, other countries will leave us behind.

RECOMMENDATIONS FOR IMPROVING THE ACT'S EFFECTIVENESS:

The following recommendations are submitted for consideration:

1. Simplify the need analysis process and applications for students. Students and parents are fearful of the complex forms which can be a deterrent to applicants.
2. Simplify the independent student definition. As reported by CSS, the current definition is too complicated. Students cannot understand it; aid administrators find it difficult to administer; and the 16 questions currently required to fulfill it make the form look intimidating. Therefore, we concur with CSS' recommendation to preserve the current automatic criteria, permit graduate and professional students to establish independence automatically, and eliminate all conditional criteria.
3. Increase grant (SEOG, SSIG, Pell Grant) and College Work-Study funding. The reduction of loan indebtedness after graduation will also result in reduced default rates for HBCUs.
4. Make public assistance applicants automatically eligible to receive federal funds without a financial aid verification process. These

applicants have already undergone verification under another federal program and demonstrated eligibility. There is no need to duplicate effort.

5. Require standard applications for Part B loans (Stafford, SLS and PLUS). The diversity in loan applications inhibits expedient processing and delivery of funds.
6. Reduce the paperwork requirements for processing aid and administering the programs. The amount of paperwork required to award various types of aid and to properly administer each program is enormous.
7. Allow grant or loan funding without a needs test, through Title IV, for the nontraditional student. Higher Education trends are headed toward increased numbers of nontraditional students entering the arena, currently there are no provisions for this category of student.

8. Continue the provision for renovation and construction in Title III of the Act.

Chairman **Jefferson**. Thank you, and I appreciate your diligent effort to come within that time limit. I know you were pressing very hard to do that. Mr. Page?

STATEMENT OF JOE PAGE, FINANCIAL AID OFFICER, GRAMBLING STATE UNIVERSITY, GRAMBLING, LOUISIANA

Mr. **Page**. Mr. Chairman, and other members of this subcommittee, I appreciate the opportunity to be here today.

My name is Joe Page. I have been serving in student financial aid for the past 21 years. I am currently serving as the college work study coordinator at Grambling State University. Grambling is a historically black university that has a long history in educating and providing services to students throughout the world, especially those who have been economically, socially, and educationally deprived.

The written testimony has been submitted, as requested, to Congressman Jefferson by Ms. Cynthia Burks, our director of student aid. The paper concentrates on Title IV programs. It identifies and discusses the complexity and the delivery system, as well as the lack of appropriate funding levels that will be more beneficial to our students who need and apply for assistance.

Grambling State University is a publicly supported institution that has undergraduate and graduate programs of study. Our institution participates in all major Title IV programs, and has a modest amount of institutional funds to award. To the extent that funds are available, we are committed to meeting the full documented need of all students.

Grambling State University supports the recommendation of the National Association of Student Financial Aid Administrators to increase the grant from $3,100, as written in Subpart I of the 1965 act, to $4,400. The act states that by 1991 the grant award should be $3,100. However, the current maximum award of $2,400 per award year is only half of the tuition of Louisiana residents, and even less for out-of-state students.

The current level of funding is not adequate to support the needs of students at our historically black university. Ninety percent of our students receive some form of financial assistance. Grambling is not an exception to the national loan imbalance. Our level of SEOG funding is less than $370,000, while the student loan volume is in excess of $11 million dollars. This statistic serves as evidence that the current level of SEOG funding is woefully inadequate to assist our needy and deserving students.

Grambling State University supports the NASFAA's recommendation to delete the Pell Grant eligibility criteria to determine SEOG recipients. Concurring with NASFAA's recommendation would provide greater flexibility in targeting SEOG funds to students according to the level of their remaining need.

Grambling State University is grateful for the opportunity to share its view on issues that must be addressed as we approach reauthorization. We must simplify the Federal aid application process. The forms must be made simpler and the delivery system less complicated. No institution anywhere is any better than the service it provides to its people. Services can be provided to students who attend our institution only if the institution is able to cope with the student aid delivery system and serve them well.

Mr. Chairman, I thank you.

[The prepared statement of Joe Page follows:]

Reauthorization Issues:

A Discussion Paper

JOE PAGE
SUMMARIZES
THIS DOCUMENT

Presented to:

The House of
Education and Labor Subcommittee
on
Post Secondary Education

Presented by:

Grambling State University
Grambling, La. 71245

July 27, 1991
New Orleans, La.

TABLE OF CONTENTS

I. INTRODUCTION 1

II. INSTITUTIONAL BACKGROUND 2

III. REAUTHORIZATION ISSUES

- A. PELL GRANTS 3
- B. SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS 4
- C. ROBERT T. STAFFORD LOAN 5
- D. MULTIPLE DISBURSEMENT RULE 6
- E. PLUS LOAN 6
- F. PERKINS LOAN 7
- G. INDEPENDENT STUDENT 7
- H. INDEPENDENT STUDENT STATUS AND PUBLIC ASSISTANCE 8
- I. INDEPENDENT STUDENT DEFINITION 8
- J. TREATMENT OF ASSETS 9
- K. FORMS AND REGULATIONS 10
- L. STUDENT ELIGIBILITY 10
- M. DEFAULT REDUCTION 11
- N. FINANCIAL AID ADMINISTRATORS AUTHORITY TO LIMIT LOAN AMOUNTS 12

IV. CONCLUSION

V. APPENDIX

- A. Figure 1
- B. Figure 2
- C. Figure 3
- D. Figure 4

As Reauthorization approaches, there are many important issues which affect Historically Black Colleges and Universities (HBCUs) which must be addressed, without which we threaten the access to higher education for those students who would benefit most. This paper will discuss specific Title IV regulations which directly affect access to higher education for needy students.

The entire Federal aid application process has become so complex that low income and minority students are not attending college because of the complexity of the process. Financial aid programs have grown to serve a broader population and the results of the complex application process has become a deterrent to low income, first-generation students across the country. Something must be done to make the application process and delivery system more user/consumer-friendly. It is obvious that students and/or parents are having a difficult time completing the Application For Federal Student Aid properly; otherwise, there would not be a need for a mandatory verification process.

Not only is the Federal aid application process confusing, but the funding to support these needy programs has not increased as it was suppose to inaccordance with what was written in the original Higher Education Act of 1965. The cost of college tuition rises each year, yet federal grant funds have not risen proportionately. The most popular issue that should be addressed through the reauthorization process is the need for additional grant funds to support our institutions.

Background information on our institution is essential to the understanding of our specific needs. Grambling State University is publicly supported institution that has undergraduate and graduate programs of study. The role of the Financial Aid Office at Grambling State University is to help eligible students pursue their educational goals. Grambling State University believes that it is the responsibility of parents and students to meet educational cost through employment, earnings, and other available resources. The University also believes that every student should be able to obtain a postsecondary education, regardless of economic background. Its 6500 plus student population represents both in-state and out-of-state residents. Grambling State University is a residential campus, but has a significant number of commuting students. The University is a credit-hour institution using semesters. Its academic year runs from August to July.

Grambling State University participates in all major Title IV programs and has a modest amount of institutional funds to award. To the extent that funds are available, Grambling State University is committed to meeting the full documented need of all students. Through federal, state, and institutional resources, the University provides award packages which contain both gift and self-help forms of assistance. Priority consideration for funding is given to students who meet established deadlines for submission of aid.

The Title IV funds awarded from 1988-89 to 1989-90 are depicted in Figures 1 through 4. Significant items to note are as follows:

1. From 1988-89 to 1989-90, there was an eleven percent increase in Pell Grant dollars provided to students, while the student loan volume increased from $8,881,584 to $11,418,355, a 29% increase.
2. Student loans accounted for 60% of the total awards in 1989-90, 50% in 1988-89 and 66% of the total aid awarded in 1987-88.
3. Grants accounted for 33% of total aid awarded in 1989-90, 35% in 1988-89 and 29% in 1987-88.

Other relevant items to be considered about our institution are as follows:

1. During the 1989-90, 5,617 students of 7490 students who enrolled during this period submitted a Pell Grant application (75%).
2. During 1989-90, 25% of our students were classified as independent student, while the other 75% were classified as dependent students.
3. The income levels for the independent student are listed below:

Less than $10,000	84%
Greater than $10,000	16%

4. The income levels for the dependent student are listed below:

Less than $12,000	42%
$12,001 to $21,000	22%
$21,001 and greater	36%

Testimony Before the House Education and Labor Subcommittee on Postsecondary Education

by Joe D. Page
Grambling State University
Grambling, Louisiana 71245
July 27, 1991

INTRODUCTION

My name is Joe D. Page. I have served in financial aid for the past 21 years and am currently serving as College Work Study Coordinator at Grambling State University. Grambling is a Historically Black University that has a long history of educating and providing services to students throughout the world, especially those who have been economically, socially, and educationally deprived.

The written testimony has been submitted as requested to Congressman William Jefferson by Ms. Cynthia Burks, our Director of Student Financial Aid. The paper concentrates on Title IV Programs (Student Aid). It identifies and discusses the complexity in the delivery system as well as the lack of appropriate funding levels that will be more beneficial to our students who need to apply for assistance.

Grambling State University is a publicly supported institution that has undergraduate and graduate programs of study. Our institution participates in all major Title IV Programs and has a modest amount of institutional funds to award. To the extent that funds are available, we are committed to meeting the full documented need of all students.

PELL Grant

Grambling State University supports the recommendation of the National Association of Student Aid Administrators (NASFAA) to increase the grant from $3,100, as written in Subpart 1 of the 1965 Act, to $4,400. The Act states that by 1991-92 the grant award should be $3,100. However, the current maximum award of $2,400 per award year is only half of the tuition for Louisiana residents and even less for out-of-state students.

SEOG

The current level of funding is not adequate to support the needs of students at our Historically Black University. Ninety percent (90%) of our students receive some form of financial assistance. Grambling is no exception to the national loan imbalance. Our level of SEOG funding is less than $370,000, while the student loan volume is in excess of 11 million dollars. This statistic serves as evidence that the current level of SEOG funding is woefully inadequate to assist our needy and deserving students.

Grambling State University supports the NASFAA's recommendation to delete the Pell Grant eligibility criteria for determining SEOG recipients. Concurring with NASFAA's recommendation would provide greater flexibility in targeting SEOG funds to students according to the level of their remaining need.

CONCLUSION

Grambling State University is grateful for the opportunity to share its views on issues that must be addressed as we approach Reauthorization. We must simplify the Federal aid application process.

The forms must be made simpler and the delivery system less complicated. No institution anywhere is any better than the service it provides to its people. Services can be provided to students who attend our institution only if the institution is able to cope with the student aid delivery system and serve them well.

Thank you.

APPENDIX

Figure 1

Grambling State University
Grambling, Louisiana 71245

Office of Student Financial Aid
Summary of Title IV Financial Aid
Fiscal Years: 1987–88 thru 1989–90

Code Type	Total Dollar (1987–88)	Total Dollar (1988–89)	Total Dollar (1989–90)
Pell	$6,185,349.60	$7,199,922.00	$7,981,114.60
CWS	$1,049,311.60	$1,049,686.00	$1,081,441.44
NDSL	$89,150.00	$109,929.00	$60,807.00
Stafford	$9,990,060.15	$8,881,684.48	$11,418,354.61
Plus	$3,310,676.25	$1,332,904.40	$1,726,880.12
SLS	$1,290,636.17	$1,471,429.63	$1,298,413.61
SEOG	$274,065.97	$345,782.50	$369,811.00
***** Total	$22,189,139.54	$20,391,237.91	$23,938,822.08

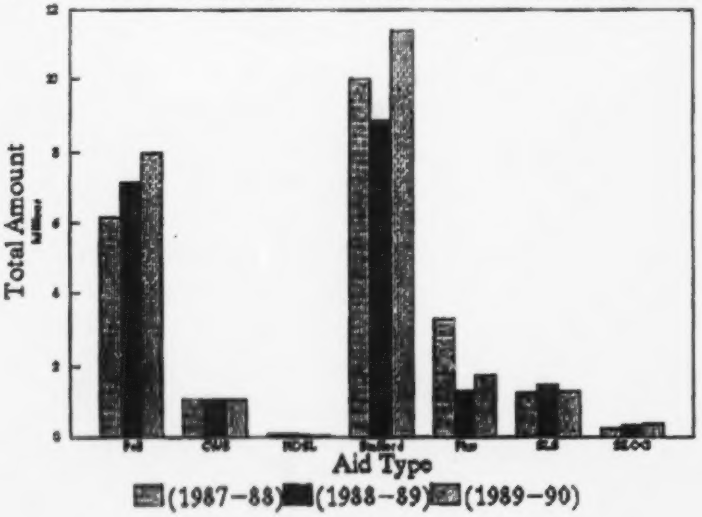


Figure 2

Grambling State University
Grambling, Louisiana 71245

Office of Student Financial Aid
Summary of Title IV Financial Aid
Fiscal Year 1989–90

Code Type	Total Dollar
Pell	$7,981,114.50
CWS	$1,081,441.44
NDSL	$60,807.00
Stafford	$11,418,354.61
Plus	$1,726,880.12
SLS	$1,298,413.61
SEOG	$369,811.00
***** Total *****	$23,936,822.08

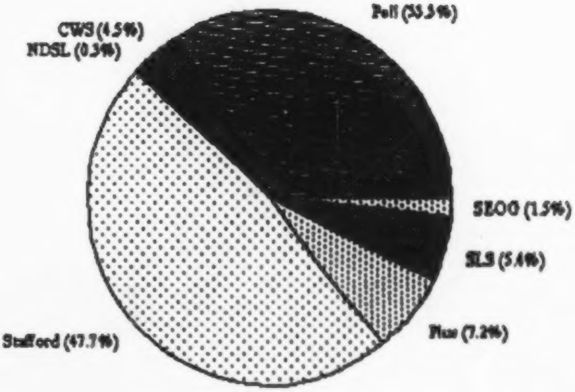


Figure 3

Grambling State University
Grambling, Louisiana 71245

Office of Student Financial Aid
Summary of Title IV Financial Aid
Fiscal Year 1988–89

Code Type	Total Dollar
Pell	$7,199,922.00
CWS	$1,049,686.00
NDSL	$109,929.00
Stafford	$8,881,684.48
Plus	$1,332,904.40
SLS	$1,471,429.53
SEOG	$345,782.60
***** Total *****	$20,391,237.91

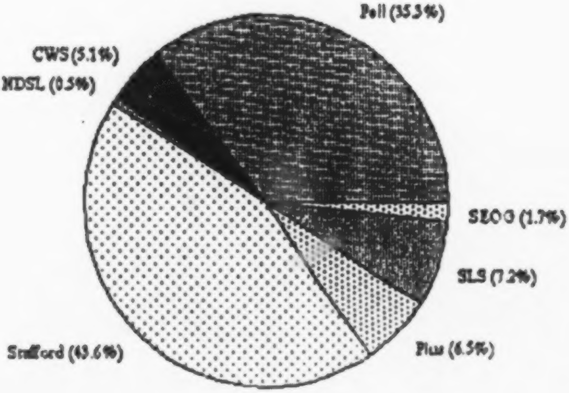
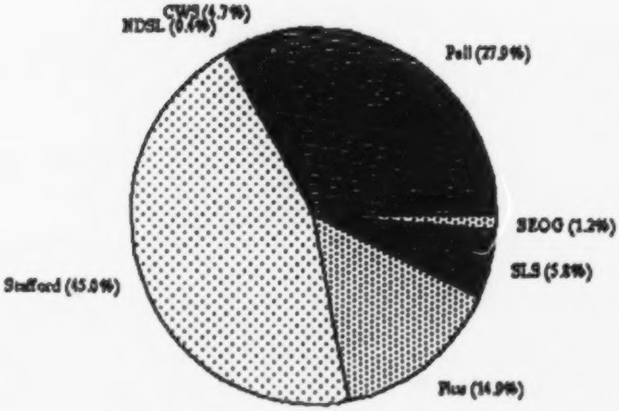


Figure 4

Grambling State University
Grambling, Louisiana 71245

Office of Student Financial Aid
Summary of Title IV Financial Aid
Fiscal Year 1987–88

Code Type	Total Dollar
Pell	$6,185,349.60
CWS	$1,049,311.60
NDSL	$89,160.00
Stafford	$9,990,050.16
Plus	$3,310,676.26
SLS	$1,290,638.17
SEOG	$274,065.97
***** Total *****	$22,189,139.64



Testimony Before the House of Education and Labor Subcommittee on Post-Secondary Education

by

Joe D. Page

Grambling State University
Grambling, Louisiana 71245

July 27, 1991

With these items in mind, we submit the following comments and recommendations to be considered as the financial aid process is being updated with reauthorization.

REAUTHORIZATION ISSUES

PELL GRANTS

Grambling State University supports the National Association of Student Financial Aid Administrator's (NASFAA) recommendation to increase the grant award from $3,100, as written in Subpart 1 of the 1965 Act, to $4,400. As you may be aware, this Act stated that by 1991-92, the grant award should be $3,100. The current maximum award is $2,400, $700 less than the budgeted amount. At Grambling State University, the maximum grant award is $1200 per semester. This only covers half of the tuition of Louisiana residents. For out-of-state students, it covers even less. Consequently, our students have to bridge the gap with the student loan programs and we all know where the student loan program has led us.

SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS (SEOG)

The current level of funding is not adequate to support the needs of students at Historically Black Colleges and Universities. During the 1989-90 Award Year, 85% of our students were awarded some type of federal state or institutional aid. Seventy-five percent of our students submitted grant applications. Nationally, there is a grant and loan imbalance. Grambling State University is no exception. Figure 1 depicts that our level of SEOG funds have been under $370,000, while the student loan volume exceeded 11 million dollars. We need more SEOG funds appropriated to assist the needy students.

Grambling State University supports NASFAA's recomendation to delete the Pell Grant eligibility criteria for determining SEOG recipients. Concurring with NASFAA's recommendation, this would provide greater flexibility in targeting SEOG funds to students according to the level of their remaining need.

ROBERT T. STAFFORD LOAN

There have been suggestions to increase the Stafford Loan amounts. Grambling State University believes the student loan programs are fundamentally sound and essential to the financing of post secondary institutions. There have been suggestions to increase the Stafford Loan amounts. We strongly disagree with increasing loan limits. Not only is it contradictory to the concept of reducing the national student loan debt, but also students from HBCUs are more likely to borrow simply because it is available. In most instances, these are the least likely to be able to pay the loan back. Stafford Loans are a primary source of aid for low income students. They should not be over burdened with student loans. Our students heavy reliance on the loan ultimately dictates an increased level of default. It is our opinion that the loan limits for freshmen and sophomores should remain the same,

$2625. Junior level should be $4,000 and senior level $6,000 as they are more likely to graduate and get a job. For students attending on a half time basis, the annual amounts should be reduced to half of the standard amounts.

MULTIPLE DISBURSEMENT RULE

The Omnibus Budget reconciliation Act of 1990, P.L. 101-508, amended the Higher Education Act to require a 30 day delay in the disbursement of loan proceeds to all first-time, firt-year borrowers as a measure to reduce defaults rates. Grambling State University support NASFAA's recommendation to allow a single disbursement for loan periods less than 90 days. The regulation as written places undue financial burden on first-year students, many of whom must rely on their loan proceeds to pay for living expenses, books, etc. Minority students are hit even harder because many of their parents cannot bridge the gap in expenses incurred within that 30 day period.

PLUS LOANS

The Act should require that PLUS Loan checks be co-payable to the school and parent. The rationale is that parents, especially, the low-income families who otherwise might not have such funds, often abuse the program. The funds are used for every purpose but to pay for educational costs. The student and the school often suffer when parent abuse the program. Additionally, by making the PLUS Loan check co-payable, Plus Loan fraud will be reduced. For the Spring 91 semester alone, we reported 21 cases of Plus Loan fraud to the Department of Education, potentially $84,000 in fraud. Plus Loans should also be disbursed in two equal payments. This would also limit the abuse of parents receiving funds for periods of enrollment where the student is not enrolled.

We do support an increase in the PLUS Loan annual and maximum limits. However, and aggregate limit of $100,000 as proposed by NASFAA, would only lend itself to more Plus Loan abuse. An aggregate limit of $40,000 seems more appropriate. The current level in most instances does not seem sufficient to cover an entire school year even at an institution like ours where the tuition and room and board charges for an out-of-state student is only $5,964 per year.

PERKINS LOAN PROGRAM

Should HBCU's be exempt from the 7% exceptable default level as defined by the Department of Education? We believe so. Currently, no new funds are awarded to those institutions whose Perkins Loan default rate is 7%. The last time we received additional funds was in the early seventies. Increased funding would enable more students to benefit from it's favorable terms and conditions.

INDEPENDENT STUDENT

The criteria used to determine a student's dependency status should be reviewed carefully. Currently, the process is long and complex. The $4,000 criteria should be dropped. Consideration should also be given to lowering the age criteria. Currently, a student may be classified as independent after the age of 24. Yet at the age of 21, we give students permission to do almost anything. At the age of 21, if the parents are not claiming the child for tax purposes, he or she should be classified as independent, regardless of the $4,000 resource criteria.

INDEPENDENT STUDENT STATUS AND PUBLIC ASSISTANCE

In our atmosphere, we find that many of our student's families are on public assistance such as welfare and social security. The Financial Aid awarded to them is limited because of the independent student criteria. They are dependent on these families, yet their families are not able to provide much assistance because of their fixed income. Some consideration should be given to making this group of students independent. Additionally, some consideration or more flexibility should be given to the aid administrator in allowing the dependent student in this category to borrow under the SLS loan program. After all, the parent of the student on fixed income is not likely to be able to repay a Parent Loan. Additionally, they are more likely to abuse the PLUS loan program because of the easy access.

INDEPENDENT STUDENT DEFINITION

The current definition of a dependent student is long and complex. Furthermore the student status questions on the financial aid forms are confusing and cumbersome. The attempt to develop concrete criteria to determine a student's dependency status inadvertanly created questions that automatically multiply themselves every year. The rolling nature of the years for which a single undergraduate student under the age of 23 must demonstrate $4,000 in resources addresses more questions with every passing year and now consumes a third of the page. Together we must search for a way to sort out the students who are truly independent from those who rely on parental assistance. Professional judgement should play a major role in the students dependency status determination. It has been suggested that there be a separate, simple application form available at schools for students on public assistance. These students would simply bring in verification from the public agency and the financial aid officer would determine eligibility without the student having to complete the long, complex federal application.

REVIEW TREATMENT OF ASSETS

The one section of the need formula which needs reviewing is the treatment of student/parent savings. There must be a way to encourage students and families to save for an education and not have the savings penalize them in terms of reducing their eligibility for grants. Recently, a parent walked into the Financial Aid Office at our institution.. The family income was only $12,000 ($3,000 for the student and $9,000 for the parent).

The student also reported receiving social security benefits of

$3.000. The family's home was valued at $38,000 with no outstanding debt. The student's eligibility for the grant was less than $500. She was only eligible for $750 in other forms of aid. That was because her expected family contribution towards her education had been inflated due to the home asset. Is this fair? Not for low income residents. Asset treatment is unfair. Home equity should be eliminated from the need analysis formula.

FORMS AND REGULATIONS

The form should remain free with decentralized Multiple Data Entry agencies. Students are often confused with all the different numbers to call. All MDE's should be required to be full processors, handling all data collection under one agency. This simplifies the process for the student. We believe the forms should be free of fees for both students and schools. We applaud those services who are taking steps toward providing needed information to students and school. The new ACT should create two forms, one for those on public assistance and one for those who are not. For those dependent on public assistance, the application should become an express form. After all, recipients on public assistance should not have to prove (again), that they are poor.

STUDENT ELIGIBILITY

We believe that the system should allow for automatic Title IV eligibility for recipients of federal human resources benefits (e.g., AFDC, food stamps, etc.). The need analysis process should recognize that people on public assistance programs have already undergone federal, or state need analysis to obtain public assistance. These persons should not be required to file an additional analysis to establish financial aid eligibility. We strongly believe that the simplification process for low income families who have already established need should be incorporated into the process with authorization process to access public aassistance or tax information for verification.

DEFAULT REDUCTION

With the new default initiatives, HBCU's are threatened with termination, limitation, and/or suspension from the student loan programs, without which our students would not be able to attend college. Since federal, state, and institutional grant and scholarship funds are limited, student loans are the only other alternative. There must be a way to keep these programs available for our schools.

Grambling State University believes that the institutions should not be held liable when we have no real control. Currently, the loan default rate is assigned strictly to the institution that certifies the application. In reality, the lenders, guarantors, cosigners and students share in the default of the loan. If the student is eligible, we must certify the loan. We propose ways to more effectively involve all parties in the prevention of defaults. We feel that it is not appropriate for schools, who have no power to limit borrowing power and receive no remuneration for collection, to bear this burden.

We also believe that the new ACT should address loan servicing agencies as they may be a legitimate factor in the student's default rate. Oftentimes they report students in default and late payment when the student is up-to-date with their payments. Frustrations with busy phone lines, loans sold without previous notice, and "getting the run around" from untrained and unprofessional loan servicing staff, creates potential default situations. Lenders are allowed to sell loans to more than one servicing agency. Once the student enters repayment, oftentimes they are unsure who to pay, Sallie Mae, Nellie Mae, The Loan Servicing Center of Virginia, or the Loan Servicing Center of Minnesota. It's all too confusing and often creates a potential default.

FINANCIAL AID ADMINISTRATOR'S AUTHORITY TO LIMIT LOAN AMOUNTS

The Department of Education recently announced a regulation that gives the Financial Aid Administrator the authority to deny a loan to a student who "appears" to be a potential defaulter. Who can decide based on the limited information we have on file, who will default? We do not require credit reports for student loan borrowers! Therefore, how can one say that a particular student will or will not repay his or her loan. We strongly believe that this regulation is discriminatory and will result in many minority students being discriminated against at predominately white institutions. In our opinion, the current satisfactory academic progress standards are sufficent to limit the amounts the student will borrow. The Department of Education should outline specific guidelines for making these decisions. It should not be left to professional judgement.

CONCLUSION

Grambling State University is grateful for the opportunity to share its views on a few issues that must be addressed as we approach Reauthorization. There are many items which must be reviewed in order to make the Title IV Programs operate with their original intent, to provide access to higher education for needy students. Congress must find a way to provide more grant funds. If grant funds are not available, then more funds must be provided through student employment.

Student loan volumes are at an all time high nationally and at Grambling State University in particular. We must find a way through Reauthorization to reduce the student loan debt of low income students. The rising default rates of HBCUs can be reduced if more grant funds are provided to these institutions. We must find a way help low income students finance their education without jeopardizing the future access to higher education for these same students with an institution's high default rate. Everyone is responsible for the default rate.

Finally, we must simplify the Federal aid application process. The forms must made simpler and the delivery system less complicated for needy students. No institution anywhere is any better than the service it provides to its people. Services can be provided to students who attend our institution only if the institution is able to cope the Student Aid Delivery System.

Chairman JEFFERSON. Thank you, Mr. Page. Is there a question from any member of the committee? Mr. Payne?

Mr. PAYNE. I just have a quick question in regard to the question of student work study. We have gotten some—not work study, but cooperative education, where students go to a business to work as they are in college. We are looking at an amendment that would, hopefully, shift cooperative education into tutorial work, which would almost make it like a work study, because we are finding that cooperative education, because of the lack of opportunity for employment, there are less, there are dollars that are not being expended in cooperative education. Whereas, if we could shift tutorial work, whether it was in the institution itself where a stipend could be paid to a student, or at a secondary school, as we heard is already being done, do you think that a program like that, and we are trying to see how we can introduce this as an amendment, do you think that that would be helpful to the students coming in, and also providing income for those students who are at the college and needing income?

Mrs. TUCKER-BLAIR. I would support that notion simply because students who manage to get the co-op jobs now, and they are on co-op for a semester, once the income from that co-op assignment is counted in the analysis process for the next academic year, many of those students have reduced eligibility to receive financial aid. Whereas, if the funding is treated as a work study assignment, it is not counted as income, and would not be held against them for the future year.

Financial aid administrators do have professional judgment capability to adjust down the contributions, but that will not make that student eligible for a Pell Grant. Most co-op students are now not eligible to receive a Pell Grant, which eliminates SEOG and work study eligibility if you make your awards based on the law.

Chairman JEFFERSON. Thank you very much. That was interesting.

Mr. HAYES. Just a comment to Ms. Tucker. I hope you are right in your conclusion that this Congress of ours is going to be liberal in its conclusion when it comes to funding.

Mrs. TUCKER-BLAIR. We hope so.

Mr. HAYES. Even though we are operating under an announced educational President, they move based on the threat of a veto if they do not do what they are supposed to do.

Mrs. TUCKER-BLAIR. Well, we still have to push and have to express that education should be at the top of the totem pole in terms of priorities.

Mr. HAYES. Keep pushing.

Chairman JEFFERSON. Thank you very much. Very good. We appreciate your testimony.

Panel Four, Dr. Titus and Dr. Marcellus Grace. Is Dr. Grace here? Not to waste anytime, Dr. Grace, in his defense, was probably expecting to come on a little later. He may be around and about, I am told. But, so as to not lose any time, we will just proceed with you, Dr. Titus, and hope that we will be lucky in finding Dr. Grace. If not, we will just have to work it out in some sort of a way as we go along.

But, I do not want to disrupt the panel. We would like you, sir, to please begin your testimony with this panel, and we are very pleased to have you here, and you may begin, sir.

Mr. TITUS. Thank you. Mr. Chairman, members of the subcommittee, I am Myer L. Titus——

Chairman JEFFERSON. Just a minute. Is Dr. Joiner here? Dr. Joiner, I am told, will not be here at all. But, Dr. Grace is on his way, and he very well may come before we finish up. So, Dr. Titus, if you would proceed. Forgive us for interrupting you, sir.

Mr. TITUS. That is okay.

STATEMENT OF MYER L. TITUS, REPRESENTATIVE UNITED NEGRO COLLEGE FUND, PRESIDENT, PHILANDER SMITH COLLEGE, LITTLE ROCK, ARKANSAS

Mr. TITUS. Mr. Chairman, members of the subcommittee, I am Myer L. Titus, President of Philander Smith College in Little Rock, Arkansas.

Philander Smith is one of the 41 member institutions of the United Negro College Fund. I appear today on behalf of the United Negro College Fund and the other 40 presidents. I represent some 50,000 students from 48 of the 50 states, and 1,504 international students from 30 foreign countries, and 339 students from our possessions.

I am pleased to have this opportunity to talk about the need to revise and extend Title III of the Higher Education Act, and to talk specifically about Part B, The Black College and University Act.

In order to set UNCF's recommendations for reauthorization of Title III in context for the subcommittee, I believe it is appropriate to give you a snapshot of United Negro College Fund's students and the institutions as a group.

During the past few years, 31 of our institutions experienced enrollment grow up to 16 percent over the past 4 years. The UNCF schools now enroll some 49,397 students as of September, 1990. Sixty-one percent of all UNCF students receive Pell Grants and some kind of aid. Sixty-one percent of all UNCF students receive Pell Grants, 33 percent SEOGs, 37 percent College Work Study, and 51 percent receive Stafford loans. Most receive multiple forms of this assistance. UNCF presidents note, with alarm, the fact that the number of student borrowers in GSL [Stafford loans] have almost doubled from 11,000 in 1982–83, to almost 22,000 in 1988–89. Increasingly, UNCF students are becoming indentured servants.

In 1979–80, eight percent of all UNCF students received Guaranteed Student Loans. While in 1987–88, more than half of all UNCF students received Stafford loans. I mention this to point out to you two points. One, institutions like Philander Smith are helping the Federal Government to fulfill its access mission by enrolling low income and minority students who get baccalaureate degrees and become tax paying citizens. Two, in addition to all you do for black colleges, which we very much appreciate, the Title III aid you provide to our students is our lifeline and our passport to escape the second generation burdens of slavery in America. We hope that you will keep this in mind as you debate whether or not to make the Pell Grant a real entitlement. We hope that you do.

Since the rewrite of Title III, Part B, in 1986, UNCF member institutions have benefitted immensely from the much more carefully targeted, formula-driven program which provides almost $38 million to private Historically Black Colleges and Universities, and $89 million to the entire universe of undergraduate HBCUs. Additionally, another $11.3 million is provided to five historically black professional and graduate schools—Clark Atlanta University, the Tuskegee University School of Veterinary Medicine, the Morehouse School of Medicine, the Meharry Medical College, and the Charles R. Drew School of Postgraduate Medicine.

Title III was completely rewritten during the 1980 reauthorization, and again, in the Higher Education Act of 1986. It is the single largest institutional aid program funded by the Federal Government under the Higher Education Act or any other Federal statute, including the Morrill Act. Title III authorizes three separate programs of funding for eligible institutions and provides direct institutional assistance to a variety of institutions of higher education, especially those serving large numbers of low income students. The three programs include: 1] the strengthening institutions program; 2] the strengthening Historically Black Colleges and Universities programs, including Section 326 for graduate and professional schools; and 3] the endowment challenge program.

The Title III institutional aid portion of the act was revised to reflect the outline described above in the 1986 amendments. UNCF, among others, played a significant role in working with Senator Pell and Chairman Augustus F. Hawkins in rewriting this law, which constitutes the only real form of institutional assistance most HBCUs receive from the Federal Government. That is true of Philander Smith College. It is our view that the Part B Black College and University Act requires only minor modifications in order to fulfill its stated goal of enhancing America's historically black institutions of higher education. We have been working with representatives of the public black colleges, as well as black professional and graduate schools to develop a series of legislative recommendations affecting Part B. UNCF supports four important changes in Title III. UNCF, I repeat, supports four important changes in to Title III.

1. We concur that the floor should be increased from $350,000 to $500,000.

2. Enactment of the Bush administration proposal to set aside $20 million for historically black colleges in Part C, the Challenge Endowment Grant Program, with a Part C authorization of $175 million for fiscal year 1993.

3. We recommend that you add five new graduate and professional schools to Section 326 of Part B, including the Xavier University School of Pharmacy, the Southern University School of Law, the Texas Southern University [Thurgood Marshall] School of Law, or the School of Pharmacy at Texas Southern, the Florida A&M School of Pharmaceutical Sciences, and the North Carolina Central University School of Law, with provisions to protect the existing grants already made to the original five schools through fiscal year 1993, or through the life of their current grants. UNCF believes that the current means of increasing the number of participating

graduate institutions based on need and community consensus has worked well.

4. We recommend the establishment of a statutory mechanism for bringing the five new graduate institutions into Section 326 without reducing funding to any of the current participants. We oppose the introduction of a generic graduate school authorization because this will create a substantial drain on the limited number of Title III funds to graduate programs where African Americans, although under represented, do not require as much attention as in the health professions, medicine, and law.

UNCF also supports including a uniform methodology for calculating the number of graduates who complete their studies in 4 or 5 years, and who enter graduate or professional school within a 5 year "look back" period. Additionally, UNCF recommends inclusion of seven new authorized activities in Section 323 which would permit institutions to implement fund raising and development, institutional research, institutional outreach, and community outreach activities, all of which would contribute to carrying out the overall purpose of Part B.

In Part C, UNCF believes that a cap on the amount of a Part C grant, relative to the size of the overall Part C appropriation is needed. This is intended to prevent a few large grants from absorbing the entire Part C appropriations. We would suggest a $500,000 cap when the appropriation is $11 million or less, or a $1 million cap when the funding is above $11 million, but below $21 million, and no limit when the appropriation is $21 million or greater. Finally, we think reducing the sit-out period for those institutions which successfully pursued a large matching grant, 2 million Federal dollars for each 1 million private dollars raised, reduce that sit-out period from 10 years to 5 years.

We strongly support a Part B authorization of $150 million raising to $250 million during the 5 year life of the authorization.

U.N.C.F. is pleased with the progress made thus far with the revised Black College and University Act program established in 1986. We encourage Congress to follow the old-age principle, if it ain't broke, don't fix it, during the current reorganization process.

I would be pleased to answer any questions.

[The prepared statement of Myer L. Titus follows:]

United Negro College Fund, Inc

TESTIMONY OF DR. MYER L. TITUS
PRESIDENT OF PHILANDER-SMITH COLLEGE

ON BEHALF OF

THE UNITED NEGRO COLLEGE FUND, INC.

BEFORE THE

HOUSE SUBCOMMITTEE POSTSECONDARY EDUCATION

JULY 27, 1991

MR. CHAIRMAN, MEMBERS OF THE SUBCOMMITTEE, I AM MYER L. TITUS, PRESIDENT OF PHILANDER SMITH COLLEGE IN LITTLE ROCK, ARKANSAS. PHILANDER-SMITH IS ONE OF THE FORTY-ONE MEMBER INSTITUTIONS OF THE UNITED NEGRO COLLEGE FUND (UNCF) AND I APPEAR TODAY ON BEHALF OF OUR MEMBER PRESIDENTS AND ALMOST 50,000 STUDENTS FROM 48 OF THE FIFTY STATES AND 1,504 INTERNATIONAL STUDENTS FROM 30 FOREIGN COUNTRIES AND 339 STUDENTS FROM OUR U.S. POSSESSIONS.

I AM PLEASED TO HAVE THIS OPPORTUNITY TO SPEAK TO YOU ABOUT THE NEED TO REVISE AND EXTEND TITLE III OF THE HIGHER EDUCATION ACT AND TO TALK SPECIFICALLY ABOUT PART B, THE BLACK COLLEGE AND UNIVERSITY ACT.

IN ORDER TO SET UNCF'S RECOMMENDATIONS FOR REAUTHORIZATION OF TITLE III IN CONTEXT FOR THE SUBCOMMITTEE, I BELIEVE IT IS APPROPRIATE TO GIVE YOU A "SNAPSHOT" OF UNCF'S STUDENTS AND THE INSTITUTIONS AS A GROUP.

DURING THE PAST FEW YEARS, 31 OR OUR 41 MEMBER INSTITUTIONS HAVE EXPERIENCED ENROLLMENT GAINS OF TWO PERCENT OVER THE FALL OF 1989 AND INCREASES OF 16 PERCENT OVER THE PAST FOUR YEARS. WE NOW ENROLL 49,397 STUDENTS AS OF SEPTEMBER 1990. SIXTY-ONE PERCENT OF ALL UNCF STUDENTS RECEIVE PELL GRANTS; 33 PERCENT RECEIVE SEOGs; 37 PERCENT RECEIVE COLLEGE WORK STUDY; AND 51 PERCENT RECEIVE STAFFORD LOANS; AND MOST RECEIVE MULTIPLE FORMS OF THIS ASSISTANCE. UNCF PRESIDENTS NOTE -- WITH ALARM -- THE FACT THAT THE NUMBER OF STUDENT BORROWERS IN THE GSL (STAFFORD LOANS) HAS ALMOST DOUBLED FROM 11,000 IN 1982-83 TO ALMOST 22,000 IN 1988-89. INCREASINGLY, UNCF STUDENTS ARE BECOMING INDENTURED SERVANTS -- IN 1979-80, EIGHT PERCENT OF ALL UNCF STUDENTS RECEIVED GUARANTEED STUDENT LOANS, WHILE IN 1987-88, MORE THAT ONE-HALF OF ALL UNCF STUDENTS RECEIVE STAFFORD LOANS. I MENTION THIS TO YOU TODAY TO MAKE TWO POINTS REALLY: (1) INSTITUTIONS LIKE BETHUNE COOKMAN ARE HELPING THE FEDERAL GOVERNMENT FULFILL ITS "ACCESS" MISSION BY ENROLLING LOW-INCOME AND MINORITY STUDENTS WHO GET BACCALAUREATE DEGREES AND BECOME TAX-PAYING CITIZENS; AND (2) IN ADDITION TO ALL YOU DO FOR BLACK COLLEGES, WHICH WE VERY MUCH APPRECIATE, THROUGH TITLE III -- THE TITLE IV AID YOU PROVIDE TO OUR STUDENTS IS OUR LIFELINE AND THEIR PASSPORT TO ESCAPE THE SECOND-GENERATION BURDENS OF SLAVERY IN AMERICA. WE HOPE YOU WILL KEEP THAT IN MIND AS YOU DEBATE WHETHER OR NOT TO MAKE THE PELL GRANT A REAL ENTITLEMENT -- WE HOPE THAT YOU WILL!

SINCE THE RE-WRITE OF TITLE III PART B IN 1986, UNCF MEMBER INSTITUTIONS HAVE BENEFITTED IMMENSELY FROM THE MUCH MORE CAREFULLY TARGETED, FORMULA-DRIVEN PROGRAM WHICH PROVIDES ALMOST $38 MILLION TO PRIVATE HISTORICALLY BLACK COLLEGES AND UNIVERSITY, AND $89 MILLION TO THE ENTIRE UNIVERSE OF UNDERGRADUATE HBCUs. ADDITIONALLY, ANOTHER $11.3 MILLION IS PROVIDED TO FIVE HISTORICALLY BLACK PROFESSIONAL AND GRADUATE SCHOOLS -- CLARK ATLANTA UNIVERSITY (GRADUATE SCHOOL), THE TUSKEGEE UNIVERSITY SCHOOL OF VETERINARY MEDICINE, THE MOREHOUSE SCHOOL OF MEDICINE, THE MEHARRY MEDICAL COLLEGE, AND THE CHARLES R. DREW SCHOOL OF POSTGRADUATE MEDICINE.

TITLE III WAS COMPLETELY RE-WRITTEN DURING THE 1980 REAUTHORIZATION AND AGAIN IN THE HIGHER EDUCATION ACT AMENDMENTS OF 1986 (P.L. 99-498). IT IS THE SINGLE LARGEST INSTITUTIONAL AID PROGRAM FUNDED BY THE FEDERAL GOVERNMENT UNDER THE HIGHER EDUCATION ACT OR ANY OTHER FEDERAL STATUTE, INCLUDING THE MORRILL ACT. TITLE III AUTHORIZES THREE SEPARATE PROGRAMS OF FUNDING FOR ELIGIBLE INSTITUTIONS AND PROVIDES DIRECT INSTITUTIONAL ASSISTANCE TO A VARIETY OF INSTITUTIONS OF HIGHER EDUCATION, ESPECIALLY THOSE SERVING LARGE NUMBERS OF LOW INCOME STUDENTS. THE THREE PROGRAMS INCLUDE: (1) THE STRENGTHENING INSTITUTIONS PROGRAM; (2) THE STRENGTHENING HISTORICALLY BLACK COLLEGES AND UNIVERSITIES PROGRAM (INCLUDING SECTION 326 FOR GRADUATE AND PROFESSIONAL SCHOOLS); AND (3) THE ENDOWMENT CHALLENGE GRANT PROGRAM.

THE TITLE III, INSTITUTIONAL AID PORTION OF THE ACT WAS REVISED TO REFLECT THE OUTLINE DESCRIBED ABOVE IN THE 1986 AMENDMENTS. UNCF, AMONG OTHERS, PLAYED A SIGNIFICANT ROLE IN WORKING WITH SENATOR PAUL SIMON AND CHAIRMAN AUGUSTUS F. HAWKINS IN RE-WRITING THIS LAW WHICH CONSTITUTES THE ONLY REAL FORM OF INSTITUTIONAL ASSISTANCE MOST HBCUs RECEIVE FROM THE FEDERAL GOVERNMENT. IN OUR VIEW, THE PART B, BLACK COLLEGE AND UNIVERSITY ACT REQUIRES ONLY MINOR MODIFICATIONS IN ORDER TO FULFILL ITS STATED GOAL OF ENHANCING AMERICA'S HISTORICALLY BLACK INSTITUTIONS OF HIGHER EDUCATION. WE HAVE BEEN WORKING WITH REPRESENTATIVES OF THE PUBLIC BLACK COLLEGES AS WELL AS THE BLACK PROFESSIONAL AND GRADUATE SCHOOLS TO DEVELOP A SERIES OF LEGISLATIVE RECOMMENDATIONS AFFECTING PART B. UNCF SUPPORTS FOUR IMPORTANT CHANGES IN TITLE III:

- INCREASE THE PART B FLOOR OR MINIMUM GRANT FROM $350,000 TO $500,000 IN ORDER TO PROVIDE A MINIMUM LEVEL OF FUNDING FOR THE SMALLEST HBCUs WHICH ARE ELIGIBLE TO PARTICIPATE. THIS CHANGE AFFECTS ONLY FIFTEEN PART B INSTITUTIONS;

- ENACTMENT OF THE BUSH ADMINISTRATION PROPOSAL TO ESTABLISH A "SET-A-SIDE" OF $20 MILLION FOR HBCUs IN THE PART C, CHALLENGE (ENDOWMENT) GRANT PROGRAM, WITH A PART C AUTHORIZATION OF $175 MILLION FOR FY 1993; AND

- ADD FIVE NEW GRADUATE/PROFESSIONAL SCHOOLS TO SECTION 326 OF PART B, INCLUDING THE XAVIER UNIVERSITY SCHOOL OF PHARMACY, THE SOUTHERN UNIVERSITY SCHOOL OF LAW, THE TEXAS SOUTHERN UNIVERSITY (THURGOOD MARSHALL) SCHOOL OF LAW (OR THE SCHOOL OF PHARMACY), THE FLORIDA A&M UNIVERSITY SCHOOL OF PHARMACEUTICAL SCIENCES, AND THE NORTH CAROLINA CENTRAL UNIVERSITY SCHOOL OF LAW, WITH PROVISIONS PROTECTING THE EXISTING GRANTS ALREADY MADE TO THE ORIGINAL FIVE SCHOOLS THROUGH FISCAL YEAR 1993 OR THE LIFE OF THE CURRENT GRANTS. UNCF BELIEVES THAT THE CURRENT MEANS OF INCREASING THE NUMBER OF PARTICIPATING GRADUATE INSTITUTIONS BASED ON NEED AND COMMUNITY CONSENSUS HAS WORKED WELL.

- ESTABLISHING A STATUTORY MECHANISM FOR BRINGING THE FIVE NEW GRADUATE INSTITUTIONS INTO SECTION 326 WITHOUT REDUCING FUNDING TO ANY OF THE CURRENT PARTICIPANTS. WE OPPOSE THE INTRODUCTION OF A "GENERIC" GRADUATE AUTHORIZATION BECAUSE THIS WILL CREATE A SUBSTANTIAL DRAIN ON LIMITED TITLE III FUNDS TO GRADUATE PROGRAMS WHERE AFRICAN AMERICANS, ALTHOUGH UNDERREPRESENTED, DO NOT REQUIRE AS MUCH ATTENTION AS IN THE HEALTH PROFESSIONS, MEDICINE AND LAW.

UNCF ALSO SUPPORTS INCLUSION OF A UNIFORM METHODOLOGY FOR CALCULATING THE NUMBER OF GRADUATES WHO COMPLETE THEIR STUDIES IN FOUR/FIVE YEARS, AND WHO ENTER GRADUATE OR PROFESSIONAL SCHOOL WITHIN A FIVE YEAR "LOOK-BACK" PERIOD. ADDITIONALLY, UNCF RECOMMENDS INCLUSION OF SEVERAL NEW AUTHORIZED ACTIVITIES IN SECTION 323 WHICH WOULD PERMIT INSTITUTIONS TO IMPLEMENT FUND RAISING AND DEVELOPMENT, INSTITUTIONAL OUTREACH AND COMMUNITY OUTREACH ACTIVITIES, ALL OF WHICH CONTRIBUTE TO CARRYING OUT THE OVERALL PURPOSES OF PART B.

IN PART C, UNCF BELIEVES THAT A "CAP" ON THE AMOUNT OF A PART C GRANT, RELATIVE TO THE SIZE OF THE OVERALL PART C APPROPRIATION IS NEEDED. THIS IS INTENDED TO PREVENT A FEW SMALL GRANTS FROM ABSORBING THE ENTIRE PART C APPROPRIATION. WE WOULD SUGGEST A $500 THOUSAND CAP WHEN THE APPROPRIATION IS $11 MILLION OR LESS; A $1 MILLION CAP WHEN FUNDING IS ABOVE $11 MILLION BUT BELOW $21 MILLION; AND NO LIMIT WHEN THE APPROPRIATION IS $21 MILLION OR GREATER. FINALLY, WE THINK REDUCING THE "SIT-OUT" PERIOD FOR THOSE INSTITUTIONS WHICH SUCCESSFULLY PURSUED A LARGE MATCHING GRANT ($2 FEDERAL FOR EACH $1 PRIVATELY-RAISED) FROM TEN YEARS TO FIVE YEARS IS WARRANTED.

WE STRONGLY SUPPORT A PART B AUTHORIZATION OF $150 MILLION RISING TO $250 MILLION DURING THE FIVE YEAR LIFE OF THE AUTHORIZATION.

UNCF IS PLEASED WITH THE PROGRESS MADE THUS FAR WITH THE REVISED BLACK COLLEGE AND UNIVERSITY ACT PROGRAM ESTABLISHED IN 1986. WE ENCOURAGE CONGRESS TO FOLLOW THE AGE-OLD PRINCIPLE -- IF IT AIN'T BROKE, DON'T FIX IT -- DURING THE CURRENT REAUTHORIZATION PROCESS!

I WOULD PLEASED TO ANSWER ANY QUESTIONS YOU MAY HAVE.

ADD/BRDNTEST
Revised 5-16-91

Chairman **Jefferson**. Does any member of the panel have any questions of our witness?

We are going to proceed this way, Dr. Titus. Dr. Grace is not here, through no fault of his own. We were hoping to move things along more quickly.

What we are going to do now is take a break for about 15 minutes. Eat very quickly. Come back here. Perhaps Dr. Grace will have arrived, at which point, if it is okay with you, you may come back to the table, and after he testifies, it may be that there may be some further discussion at that point. And we will give the students an opportunity to come on.

One student is here now. If we were to proceed, we would miss the information we were hoping to get from the other two or three students. So, we will take a break right now, and try to come back in about 15 minutes.

Thank you.

[Recess.]

Chairman **Jefferson**. The hearings are called to order. We will reconvene, and continue with the panel that we left off with, with Dr. Marcellus Grace.

I might say, I am informed by our staff counsel that although Bernard Joiner is not here physically, he has submitted a statement. Under the standing rule that we are operating under, we will have that statement submitted as a part of the record without objection from the committee. It is agreed to.

We heard from Dr. Titus before we broke for lunch. Dr. Grace, if you are prepared, we would like to have your statement at this time. Our standing rule is to have you summarize in no more than 5 minutes, if you would, what your testimony is. We will take the entire evidence and make it part of the record. So, if you would. And after that, if the committee should have any questions, we will ask those of you at that time.

So, please proceed.

Mr. **Grace**. Thank you, Mr. Chairman. Let me apologize for being the one who is late, although we are only 15 minutes away.

Chairman **Jefferson**. You really were not the one that was late. We were moving the schedule ahead, so it really is not your fault. It was the committee's interest in moving ahead that led to that problem.

STATEMENT OF MARCELLUS GRACE, PAST PRESIDENT, ASSOCIATION OF MINORITY HEALTH PROFESSIONS SCHOOLS, DEAN, COLLEGE OF PHARMACY, XAVIER UNIVERSITY, NEW ORLEANS, LOUISIANA

Mr. **Grace**. Well, let me thank you, Mr. Chairman, and members of the committee, to have an opportunity today to represent the Association of Minority Health Professions Schools that we professionally call AMHPS, concerning the Higher Education Act. I am Dr. Marcellus Grace, the Dean of the College of Pharmacy at Xavier University, which is about 10 minutes by car from here, and a past president of this Association.

Our Association is comprised of the eight historically black health professions schools. I think most of the panel members are familiar with them—the Meharry Medical College and School of Dentistry, the Charles Drew University School of Science and Medicine in Los Angeles, the Morehouse School of Medicine in Atlanta, Florida A&M University College of Pharmacy in Tallahassee, Texas Southern University College of Pharmacy and Health Science in Houston, the Xavier University College of Pharmacy here in New Orleans, Tuskegee University School of Veterinary Medicine. These eight institutions combined have trained 40 percent of the Nation's black physicians, 40 percent of the Nation's black dentists, over 50 percent of the Nation's black pharmacists, and incredibly over 75 percent of the Nation's black veterinarians.

We are very proud of the accomplishments of our institutions, especially given the significant challenges that we have overcome throughout our existence. Our schools are considered by many to be a national resource. Only recently has the Federal commitment to supporting these institutions and the students who attend them become an important issue.

The fact that blacks and other disadvantaged minorities do not enjoy the same health status as other Americans has never been a secret, but these problems have not been well documented. A breakthrough in this dearth of data was in 1985 when the Secretary of Health, at that time, produced the so-called Secretary's Task Force Report on Black and Minority Health. Let me just share a few startling statistics that were revealed in that report:

Life expectancy of blacks was found to be nearly 6 years less than that of whites;

Among blacks, infant mortality occurs at a rate of almost 20 per 1,000 live births, twice that of whites;

Blacks suffer disproportionately higher rates of cancer, cardiovascular disease and stroke, chemical dependency, diabetes, homicide and accidents; and,

Incredibly, each year almost 60,000 excess deaths occur among blacks when compared to whites.

Unfortunately since this historic report by the Secretary not much has improved. In fact, things have worsened. For example, according to a recent report by the National Center for Health Statistics, black life expectancy has decreased from 69.7 percent in 1984, to 69.2 percent in 1988. And AIDS, at that time we did not know much about it, which was not even mentioned in the report. It is a leading cause of death and disproportionately affects blacks and other minorities—minorities specifically who constitute 24 percent of the population, but 45 percent of the AIDS victims.

Let me comment specifically, now, on the 1986 Higher Education Act reauthorization. In 1986 Congress reauthorized the Higher Education Act, which includes Title III, a program that supports Historically Black Colleges and Universities. Under Part B, Section 326 of the act, funding was provided for five independent HBCU professional or graduate schools. Four of these schools just happened to be AMHPS institutions, specifically Morehouse School of Medicine, Meharry Medical College, Tuskegee University School of Veterinary Medicine, and the Charles R. Drew University School of Medicine and Science. The purpose of this funding was to assist graduate HBCUs in establishing and strengthening their physical plants, development offices, and so forth.

Let me skip ahead and comment that this legislation was introduced in the last Congress to add five, or there has been legislation introduced through an amendment to add five new qualified eligible graduate and professional schools. These five institutions are Florida A&M College of Pharmacy, Xavier University College of Pharmacy, the North Carolina Central University School of Law, the Southern University School of Law, and the Texas Southern University College of Pharmacy, or the School of Law. The Association of Minority Health Professions Schools has worked with the National Association for Equal Opportunity, the United Negro College Fund, and the Office for Advancement of Public Black Colleges, and agrees with these organizations that there is a need to include additional eligible institutions in the graduate portion of Title III, Part B, Section 326 of the Higher Education Act.

AMHPS has adopted principles of participation, though, that state that the addition of new institutions to the program should not jeopardize the funding that exists for current and participating schools. In this way, no institution will be forced to reduce this budget, or cancel obligations already incurred. We are firm to hold the position, and I want to make these two important points, both in the written statement and in my oral testimony this afternoon.

1. Funding for the original five schools should be held harmless at a level that insures a continuous availability of existing funding for these schools. This would insure that the original five schools would be able to continue their obligations, and count on these resources without the threat of losing their program only because a number of additional schools have become eligible.

2. The Education Secretary should not, I repeat, should not be given the broad discretion to make additional schools eligible. Just in 1986 Congress eliminated generic secretary discretion because of the great risk of spreading modest Title III funds across too many institutions, limiting their ability to reduce the under representation of blacks in the health and medical professions.

It is essential that the Section 326 program be expanded to include other eligible schools to further enhance the quality of education at these schools. This should be accomplished during consideration of the act reauthorization. The Xavier University College of Pharmacy currently does not receive these funds. One of the limiting factors in expanding the pharmacy program at Xavier is the lack of resources, like all the other institutions that we represent.

Title III graduate funding will allow the college the opportunity to establish its own development offices. This will facilitate the development of the infrastructure that will be vital to raising and maintaining permanent endowment support for our program. The resources of Title III will also provide significant assistance in encouraging other extramural organizations to support the biomedical research equipment and student support needed in the competitive health science program. For Xavier to continue its quest for academic and research excellence, Title III funding would serve as a springboard to further financial stability. Finally, Title III will allow Xavier to increase its enrollment. There is a documented need for more pharmacists in the State of Louisiana and other areas of the South.

Mr. Chairman, thank you for the opportunity today to present my own personal views and recommendations of the Association of the Minority Health Professions Schools. We also want to thank you for your support that the community has demonstrated to problems focused upon by our Association.

I would be pleased now to respond to any questions that you or the panel may have.

[The prepared statement of Marcellus Grace follows:]

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TESTIMONY

OF

MARCELLUS GRACE, Ph.D.
DEAN, COLLEGE OF PHARMACY
XAVIER UNIVERSITY OF LOUISIANA

AND PAST PRESIDENT
OF

THE ASSOCIATION OF MINORITY HEALTH PROFESSIONS SCHOOLS

CONCERNING THE

HIGHER EDUCATION ACT

BEFORE THE

HOUSE COMMITTEE ON EDUCATION AND LABOR

on

July 27, 1991

BEST COPY AVAILABLE

Mr. Chairman and members of the Committee, thank you for the opportunity to receive testimony from the Association of Minority Health Professions Schools (AMHPS), concerning the Higher Education Act. I am Dr. Marcellus Grace, the Dean of the College of Pharmacy at Xavier University of Louisiana.

AMHPS SCHOOLS MAKE IMPORTANT HISTORICAL CONTRIBUTIONS

Our Association is comprised of 8 historically black health professions schools. They are the Meharry Medical College's Schools of Medicine and Dentistry, in Nashville, TN; the Charles R. Drew University of Medicine and Science in Los Angeles, CA; the Morehouse School of Medicine in Atlanta, GA; the Florida A&M University College of Pharmacy in Tallahassee, Fl; the Texas Southern University College of Pharmacy and Health Sciences in Houston, TX; the Xavier University of Louisiana College of Pharmacy in New Orleans, LA; and the Tuskegee University School of Veterinary Medicine in Tuskegee, AL. These institutions have trained 40% of the nation's black physicians, 40% of the nation's black dentists, 50% of the nation's black pharmacists, and 75% of the nation's black veterinarians. Mr. Chairman, we are very proud of the accomplishments of our institutions, especially given the significant challenges that we have overcome throughout our existence. Our schools are considered by many to be a national resource. Only recently has the federal commitment to supporting these institutions and the students who attend them become an important issue.

In addition a disproportionate share of doctorates in Biomedical and other sciences have been awarded by these schools. For example, since 1975 over 10% of all doctorates in the Biomedical Sciences awarded to Blacks have been awarded by Meharry's School of Graduate Studies. All three of the pharmacy schools of the Association are now offering the Pharm.D. degree.

HHS SECRETARY'S TASK FORCE OUTLINES HEALTH STATUS DISPARITIES

The significance of institutions that have a student body that is represented by more than 50% minorities is dramatic in that data clearly show that blacks and other minorities are more likely to practice in underserved communities, more likely to care for other minorities and more likely to accept patients who are Medicaid recipients or otherwise poorer than the general population.

Mr. Chairman, the fact that blacks and other disadvantaged minorities do not enjoy the same health status as other Americans has never been a secret but these problems have not been well documented. A breakthrough in this dearth of data was the *1985 HHS Secretary's Task Force Report on Black and Minority Health*. The Secretary's Task Force Report was among the first comprehensive documentation that there indeed was and is a significant health status disparity among blacks and other minorities as compared to the general population of the U.S. Among the more sobering facts revealed by the report were:

- Life expectancy of blacks is nearly 6 years less than that of whites;

- Among blacks, infant mortality occurs at a rate of almost 20 per 1,000 live births, twice that of whites;

- Blacks suffer disproportionately higher rates of cancer, cardio-vascular disease and stroke, chemical dependency, diabetes, homicide and accidents; and

- Each year almost 60,000 excess deaths occur among blacks when compared to whites.

Unfortunately since this historic report by the Secretary in 1985, things have not improved but worsened. For example, according to a recent report from the National Center for Health Statistics, Black life expectancy has decreased from 69.7 in 1984 to 69.2 in 1988! And AIDS, which was not even mentioned in the 1985 report is now a leading cause of death and disproportionately affects blacks and other minorities - minorities who constitute 24% of the population but 45% of the AIDS victims.

The Association is deeply troubled by these data and has been working since the issuance of the report to implement policy activities that address the disparities outlined in the report.

173

For a long time our schools have struggled against terrific odds to survive. To have a positive impact on the health status of blacks and other minorities, these institutions must thrive. The support of your committee in terms of federal resources for programs impacting our students and our institutions has had and will continue to have a significant impact. Programs supporting these schools are critical to the existence of our institutions.

1986 HIGHER EDUCATION ACT REAUTHORIZATION ESTABLISHES NEW PROGRAM

In 1986 Congress reauthorized the Higher Education Act which includes the Title III program that supports historically black colleges and universities. Under Part B, Section 326 of the Act, funding was provided for five independent HBCU Professional or Graduate programs, four of which are members of AMHPS institutions (Morehouse School of Medicine, Meharry Medical College, Tuskegee University School of Veterinary Medicine, and the Charles R. Drew University of Medicine and Science, in addition to Atlanta University). The purpose of this funding is to assist graduate HBCUs in establishing and strengthening their physical plants, development offices, endowments, academic resources and student services. AMHPS institutions have used these federal funds for all of the recommended activities under the program including purchasing scientific laboratory equipment, constructing education facilities, enhancing faculty development and programs in the basic medical sciences, expanding curriculum and academic support systems and improving research capabilities and maintaining an institutional endowment.

This Graduate program is a response to a nationally recognized problem - the severe underrepresentation of blacks and other minorities in the health professions. Blacks constitute 12% of the population but less than 3% of the nation's physicians, dentists, pharmacists and veterinarians. In addition, only 1.8% of the faculty in medical schools in the nation are black and less than 3% are underrepresented minorities. Thus role models are rare. There is a national concern for the health status of blacks and other minorities which is far worse than the health status for the general population. AMHPS schools, with Title III funding, successfully provide quality health education and care to the nation's underserved. Congress should be very proud of this program. It has been a tremendous success.

AMHPS SCHOOLS UTILIZE TITLE III GRADUATE FUNDING

Among the institutions receiving support is the Morehouse School of Medicine. As a direct result of support from this section and its predecessors, Morehouse has been able to make great strides. Founded in 1975 as the first predominantly black medical school to open in the 20th Century, Morehouse was the first school to receive funding under this program (in 1982). With the assistance provided to Morehouse under Section 326, Morehouse has been able to accomplish the following:

- Significant development of faculty and programs in the basic medical sciences, and early progress toward development of our faculty and programs in the clinical medical sciences.
- Expansion of the medical curriculum and academic support system.
- Enhancement of research capability. Morehouse's faculty has successfully competed for research grants from the NIH, NSF, and other sources.
- Established a preventive medical/public health residency program, and a family practice residency program.
- Early development of educational programs designed to prevent alcohol and drug abuse, cardiovascular diseases, AIDS, teenage pregnancy, cancer and other preventable conditions.
- Established continuing medical education programs for practicing physicians.

In addition, Morehouse graduates have a very high pass rate on the National Board of Medical Examiners exam and have received appointments in residency programs at a number of the nation's oldest and most prestigious university-affiliated hospitals. 75% of Morehouse graduates are doing post-graduate training in primary care fields and 70% of Morehouse graduates are practicing in medically underserved inner cities and rural areas.

Section 326 is a particularly good investment for the nation. Without Section 326 funding, these accomplishments would not have occurred. All five of the existing section 326 schools have developed strong community outreach programs to improve the applicant pool. These programs extend from the Head Start program at Drew to the Summer Enrichment program for faculty at Meharry.

LEGISLATION INTRODUCED TO ADD 5 NEW SCHOOLS

Legislation was introduced in the last Congress to add five new qualified eligible graduate and professional schools to the program. These five institutions are Florida A&M University College of Pharmacy, Xavier University College of Pharmacy, the North Carolina Central University School of Law, the Southern University School of Law and the Texas Southern University College of Pharmacy.

The Association of Minority Health Professions Schools has worked with the National Association for Equal Opportunity in Higher Education (NAFEO), the United Negro College Fund (UNCF), and the Office of the Advancement of Public Black Colleges (OAPBC), and agrees with these organizations that there is a need to include additional eligible institutions in the graduate portion of Title III, Part B, Section 326 of the Higher Education Act.

AMHPS has adopted principles of participation that state that the addition of new institutions to the program should not jeopardize the funding that exists for currently participating schools. In this way, no institution would be forced to reduce its budget or cancel obligations already incurred. We also firmly hold the position that:

(1) Funding for the original 5 schools be held harmless at a level that insures the continuous availability of existing funding for these schools. This would insure that the original 5 schools would be able to continue their obligations and count on these resources without the threat of losing their program only because a number of additional schools have become eligible.

(2) The Education Secretary should not be given the broad discretion to make additional schools eligible. Just in 1986, Congress eliminated generic Secretarial discretion because of the great risk of spreading modest Title III funds across too many institutions - limiting their ability to reduce the underrepresentation of blacks in the health and medical professions.

1991 HIGHER EDUCATION ACT REWRITE MUST INCLUDE PROVISIONS

It is essential that the section 326 program be expanded to include other eligible schools to further enhance the quality of education at those schools as well. This should be accomplished during consideration of the Higher Education Act Reauthorization. The Xavier University College of Pharmacy currently does not receive Section 326 Title III funds. One of the limiting factors in expanding the pharmacy program at Xavier is the lack of resources. Title III Graduate funding will allow the College the opportunity to establish its own development office. This will facilitate the development of the infrastructure that will be vital to raising and maintaining permanent endowment support for the program. The resources of Title III will also provide significant assistance in encouraging other extramural organizations to support the biomedical research equipment and student support needed in a competitive health sciences program. For Xavier to continue its quest for academic and research excellence, Title III funding would serve as a springboard to future financial stability. Finally, Title III funding will allow Xavier to increase its enrollment. There is a documented need for more pharmacists in the State of Louisiana and in other areas of the South.

Mr. Chairman, thank you for the opportunity to present the views and recommendations of the Association of Minority Health Professions Schools. Also, we appreciate the support your committee has demonstrated to the problems focused upon by our Association. I would be pleased to respond to any questions you may have.

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Chairman Jefferson. Thank you, Dr. Grace. Does any member of the committee have a question of Dr. Grace or Dr. Titus?

Mr. Washington. I have one, Mr. Chairman.

Chairman Jefferson. Mr. Washington.

Mr. Washington. Dr. Grace, I would like to discuss with you the problem with respect to Title III funding, inasmuch as Texas Southern University has two professional schools, sort of like a person using a knife to put a king and a queen in check, and to make them use between them. As you might suspect, if that occurs, since I am a graduate of the Law School, it may be very well to the detriment of the Pharmacy School. But, I am not sure we have to choose between the two. What is the rationale that supports one or the other, and not both?

Mr. Grace. Well, when this was being discussed with three groups that I mentioned in my report, this was some 2 years ago. The feeling at the time was that the president should make the call. That it would be unfair because the issue in that sense is unique, and that it is one of the only institutions that has potentially two new member schools because we focus on the profession of law and pharmacy that may be added. Medicine was pretty well taken care of already with the other schools, the other five schools. So, that pretty much was a judgment call made by the president at that time.

That could be influenced, I suspect, Congressman, by either members of your panel, conversations, perhaps with the president, and we respected, though, his choice. Theoretically, the way this would work, or could work, he could choose to rotate it. Maybe the first 3 or 4 years, or something, would be the School of Law. And then, the next cycle of the grant, I guess it is a 5 year cycle, could be pharmacy.

Mr. Washington. Of course, I could make that decision for him by excluding one.

Mr. Grace. Yes, of course, I would be tempted to be biased being that I am a pharmacist, and as I mentioned, I have known Dean Patrick Wells for a long, long time since I was a student. Your current dean, Henry Lewis, was formerly an associate dean at Florida A&M. I know him real well. We do not know the Law School people at all. So, I guess if you press me, it could very well be. You all have the power to maybe—but, as I said, I do not want to seem like I am ducking the question. But, we really did respect the president at that time. That was his decision. He said that he was to make that decision on the local issue because, naturally, we felt that Patrick Wells, who was the dean at the time, that it would all go to pharmacy, but it did not. But then, the law influenced, especially the people who had come from the law schools at North Carolina and Southern were very vocal that the law school should be included.

Mr. Washington. I guess what it boils down to is the determination as to which is in the greatest need and makes the most significant contribution to the community, and which services areas that are yet unserved by the larger institutions in the same community, do you not think?

Mr. Grace. That is correct. I am not——

Mr. **Washington**. Are those guidelines upon which to make that decision?

Mr. **Grace**. I would think so. I must be honest. I am not quite as familiar with the impact of a black attorney. I suspect, though, there are a lot of, certainly the poverty law programs that are in this country, I must confess some degree of ignorance, though, in terms of the impact. But, I think we all know that the health professions peace, that like it or not, it ought not to be that four black pharmacist schools out of 75 still train 50 percent of all black pharmacists. The fact is a national disgrace. There are some 18 black pharmacist schools this year that did not have a black student. So, I would almost argue that maybe if we were pressed, that perhaps the pharmacist schools may, and certainly in rural parts of Texas, may have a greater impact in terms of expanding their training programs because the people down in Austin are really not doing a good job in terms of either hispanic or black pharmacist students. That I know for a fact.

Mr. **Washington**. Thank you, sir. Thank you, Mr. Chairman.

Chairman **Jefferson**. May I ask you, Dr. Grace, if you have a recommendation as to what, if anything, we should do within the context of the act to more directly, more dramatically, address these outstanding health issues that you have delineated, that we are not doing now under the act. I do not know what the thrust might be, or what direction you would suggest, or whether you are even prepared at this moment to suggest one, but I would like to know that what we are doing, as we are authorized to do, is relevant to addressing the life expectancy problem, infant mortality, and higher death rates, and all the rest. These outstanding questions, if there is some way we can better focus our efforts to get after these issues, I would like to know about it.

Mr. **Grace**. Well, I think, as part of my testimony, it is probably a national disgrace that up until the early seventies, Meharry Medical College alone had trained almost half of the black doctors in this country. We do know, whether we like it or not, the reality is that most black health professionals tend to take care of minority patients. The very survival, you must have seen the front page of USA Today, approximately 2 weeks ago, the President of Meharry, the whole half page, it is a national issue of Meharry's very survival that has to do with them merging the hospitals and all that business in Nashville. Their hospital, financially, might put Meharry out of business if they cannot get involved in Nashville General.

So, the very survival of our institutions has a direct impact. Data does show that black pharmacists tend to—let's take Mr. Bannem's pharmacy across the street from St. Bernard project. Now, why is it K&B will not put a pharmacy there? The reason is they are just not going to invest resources with all the drugs. So, in our town, there are instances where probably no other pharmacists would practice across the street from a housing project, but Mr. Bannem has been there since the 1940's. He is a 1939 graduate from Xavier.

So, the real significance here is to have these firms, because of the Title III infrastructure development, there is enough flexibility in this funding to build the infrastructure. Part of what a lot of us have to do as deans is spend a lot of time in Washington, as you know. We have to really spend most of our time not being academic administrators, but fundraisers. Eighty percent of my own personal time is spent fundraising for the College of Pharmacy. I have an associate dean who runs the academic programs.

But, funds that could come because of the flexibility of these funds. A lot of the NIH funds, we are doing reasonably well there. But, they are directed. You are doing specific research on cancer, AIDS, or whatever. But, the flexibility they give, especially the development part of it at a lot of the schools. I know at Drew they put together a learning resource center where they could use more video tapes in teaching their medical students.

Chairman **Jefferson**. So, you are arguing for more flexibility?

Mr. **Grace**. Yes, and that is the good part about the Title III funds. Those funds are designated to build and strengthen the basics. As you know, our problem with our schools is the basics, the physical plant. We are doing reasonably well in getting some good faculty in recent years. But, when you look at the audiovisual support that you need, you need an audiovisual technician. For example, you are familiar with the Centers for Excellence Grant that we have gotten funded over the last 3 years. We were able to hire an audiovisual technician for a mere, I think his salary was about $26,000. But, for the last 3 years now we have faculty members who are willing to use more videotapes because he comes in, and he videotapes a lot of their lectures. So, the students can go and watch those lectures. You know, you can play it over as many times as you want. Prior to that grant, we could not have afforded to have had a simple $26,000 a year audiovisual technician, which is not very much money. And we were able to get some equipment, the camera, and buy the tapes.

So, I give that as an anecdotal very inexpensive example of the significant impact. Imagine my students now can go and have a library of all of their professor's lectures. So, for $26,000, a few tapes, and I guess the camera may have been $10,000. Less than $50,000 a year, that impacted over the last 3 years. So, these are the kinds of things that I know several of my colleagues have used these funds for, in order to develop the teaching support.

I am not suggesting you give us funds so that we can do whatever we want to do. But, in those broader guidelines, that these funds could be used in areas such as development; having the support mechanism for me to have some additional staff to go and do fundraising; to be able to afford the postage to do the mailings or to pay to travel for a development officer.

As you know, at Xavier, as large as we are, it is all relative. We have 3,000 students, but we only have three professionals in our whole campus that are directly involved in fundraising—Mr. Jupiter and his staff of two professionals. You know, there are schools, and I will not name any, that have staffs of 30 and 40 people who do nothing but raise money. That is why we only have three endowed chairs at Xavier University. We are 63 years old—three endowed chairs. Two of those we just got 2 years ago.

Chairman **Jefferson**. Mr. Hayes?

Mr. **Hayes**. I just want to make a comment, and maybe direct a question to Dr. Titus. I remember in your testimony that we had over a year ago, you pointed out clearly that when this program to help the institutions of higher learning first went into effect, 75 percent of the funds that were appropriated for student aid were supposed to be in the form of grants, Pell Grants. Somewhere it got switched where the reverse happened. Seventy-five percent, almost, went into student loans, guaranteed student loan programs, and the other 25 percent or less in grants.

You have confirmed that by your statements. You said in your statement that the number of student borrowers in the Guaranteed Student Loan program has almost doubled from 11,000 in 1982 and 1983, to almost 22,000 in 1988 and 1989. Eight percent of all UNCF students receive guaranteed loans, while in 1987–88 more than one-half of all UNCF students receive Stafford loans.

I run into people, professionals, today who took out loans, who are having now to repay those loans. The cost of repaying those loans trickles down, sometimes, if you are a doctor to the patient, in terms of costs, and the cost of drugs, and this kind of stuff. If you are a lawyer, the fees go up. You are a lawyer, too. I am not blaming you, but I am just telling you what reality is. This is passed on to pay back that loan.

I think it is a great disparity. We can afford to forgive some of our foreign debts, almost $7 million dollars to Egypt, and I don't know how much to Poland. We can dish out money every year to Israel and some of the other countries. Yet, we send a bill hound out after some of these students, who should have been given grants in the first place, in order to repay a loan.

[Applause.]

Somewhere along the line, I think we ought to be moving in the direction of changing this kind of program, as you suggest, where they become entitlement grants instead of student loans, which even some of the banks do not want to underwrite anymore, you know. So, I just wanted to know your reaction. Am I on the wrong track?

Mr. TITUS. I think you are on the right track. I thought you were going to ask a question. But, the only thing I can say is that, even with more emphasis, those statistics that were quoted were 1987–88. This is 1991.

Mr. HAYES. That is my question. Do you not think it is worse today than it was then?

Mr. TITUS. Certainly. You know, every time we have a graduation, I can look at 80 to 90 to 100 students who will march across that stage with almost 90 percent of them owing a debt that they have to start paying on, and pay the rest of their lives because money has been loaned to students who do not have the economic base to start paying it.

Mr. HAYES. We give $30 billion, you know, to bail out the savings and loans. They are coming back for another cup, I think, in September. Of course, me and Craig are going to be against it, right Craig?

Mr. WASHINGTON. Yes.

Mr. HAYES. Okay.

Chairman JEFFERSON. Is there another question of this panel? If not, we will bring on the last panel, Panel Five. Thank you very much for your testimony.

Finally, we will get the ultimate consumers of all of this, the students—Mr. Charles Brown, Mr. David Bell, and Mr. McArthur Clarke. Our students are in the wings waiting. Here they come.

Mr. Brown is here and Mr. Bell. They may be getting together on their testimony out there.

Do either one of you live in my district? That is what I want to know before you start. You do not have ambitions about running for office?

Mr. **Hayes**. I have another question before you ask them. Are they registered voters?

Mr. **Brown**. Yes, sir.

Mr. **Hayes**. All right.

Chairman **Jefferson**. I wanted to get right to the point, though, Mr. Hayes. We have another student who may join us. It has been a long day. It has been a very productive day, very good testimony. I am sure you will add to the splendid record that has been made so far.

So, we would like the two of you to testify. We have been asking witnesses to keep their testimony to 5 minutes, and to summarize, in effect, what they have as written statements. Your whole statement will be submitted to the record, so no fear of not having your words recorded and kept, reviewed, and used by the committee. But, we just want to move it along.

So, Mr. Brown, if you would proceed, then Mr. Bell, and after that, we will ask questions such as the panel may have.

STATEMENT OF CHARLES BROWN, PRESIDENT, STUDENT GOVERNMENT ASSOCIATION, XAVIER UNIVERSITY, NEW ORLEANS, LOUISIANA

Mr. **Brown**. Good evening, Mr. Chairman and members of the subcommittee. I would first like to take this opportunity to thank Congressman Jefferson and the subcommittee to invite me to testify on matters concerning HBCUs and reauthorization of the Higher Education Act.

My name is Charles Brown, and I am classified as a junior at Xavier University. I am presently president of the Student Government Association which represents over 3,000 students enrolled at Xavier. My purpose today is to discuss Federal financial aid, and its impact on HBCUs, and offer some views from the students' perspective.

Today, black colleges and universities are continuing to produce the greater percentages of the black baccalaureate degrees. This is so important due to the conducive close knit atmosphere we enjoy at HBCUs. But, for the most part, such success would be impossible if it were not for the Federal student financial aid, more specifically Title IV of the Higher Education Act. The majority of these institutions whose percentage of students are on Federal student aid ranges from 75 percent to 90 percent of the undergraduate population. Some black institutions have had 1 year enrollment increases of 16 percent. The 41 members of the United Negro College Fund have senior classes rise an average of 4 percent a year for the past 4 years.

Therefore, with this information at hand, minority access to Federal student aid is of grave concern. I would first like to focus on Title IV, a shift in student aid policy in which loans have replaced grants as a major source of student aid. According to the College Board in the mid 1970's, about 76 percent of Federal student aid was awarded in grants, 20 percent in loans, and three percent in work study. In the 1987 academic year about 67 percent of Federal student aid was awarded in loans, 29 percent in grants, and three percent in work study. Therefore, students who are poor, and underprivileged, and under educated through the secondary schools, are left to incur considerable debt to attend college. Default rates have grown as a result of this.

Some students find this ordeal unacceptable basically because minority students for whom the aid was intended, it really does not help. These students desire to attend HBCUs because of its successful track record in educating students to become productive citizens despite discrimination and cultural biases they have faced. Nevertheless, as a result of possible enormous debts, many students change their decision to pursue a secondary education.

The present system of student financial aid does not effectively reach out to minority students. Rather, it reaches deep into their pockets only to find a large sum of debt, bad credit ratings, and a soaring default rate. In order for the aid system to better serve students of HBCUs, a balance between grants and loans must be achieved.

Through a revised need test, the Guaranteed Student Loan and other related loans should be made of a greater option for middle income students, whereas the focus is primarily upon lower income students today. Furthermore, the majority of financial aid packets for middle income students should consist of loans. For lower income, the majority of the packet should be grants.

There is also need for increased Federal funding for Supplemental Education Opportunity Grants, Perkins loans, and College Work Study. These forms of aid have not increased with inflation, and must respond to the added increase of enrollment and the tuition increases that we face at HBCUs. Between 1981 and 1991 funding for SEOG programs declined by 11.9 percent. Funds for College Work Study dropped by 32.3 percent, and Perkins loans appropriations plunged about 67.5 percent.

Again, the system of need testing must be revised so that financial aid is accessible, and is easy for families to obtain. There should be a better network than the present one for low income students who work to assist families to be assessed under 70 percent of his earnings for the preceding year. There happens to be one student at Xavier who works for his family. He was assessed this amount of his earnings. He did not have that money anymore. So, that is a flaw in the system that needs to be looked at. It is unrealistic to expect a student in a situation to contribute that percentage to his education. There is an attached form in the back that further explains that.

Mr. Chairman, there is much work to be done in order to lower these default rates on GSLs, balanced loan grant assistance, and improvement in order to access and progress. I hope that my testimony will have substantive effects on the reauthorization of the

Higher Education Act, and its impact on HBCUs. I urge the subcommittee to continue support of the HEA authorized programs which provide special services such as tutoring, counseling to disadvantaged students, including minorities, to improve their access and success in post-secondary education. These programs, Student Support Services, Upward Bound, Talent Search, Education Opportunity Centers, and the Ronald E. McNair Post Baccalaureate Achievement, have had a positive effect upon preparedness to enter and graduate from HBCUs.

This concludes my testimony, Mr. Chairman and members of the subcommittee. Once again, I thank you for the opportunity to testify. I will be happy to answer any questions you may have.

Chairman JEFFERSON. Thank you, Mr. Brown.

Mr. Bell?

STATEMENT OF DAVID BELL, PRESIDENT, STUDENT GOVERNMENT ASSOCIATION, SOUTHERN UNIVERSITY AT NEW ORLEANS, NEW ORLEANS, LOUISIANA

Mr. BELL. I also would like to thank Congressman Jefferson and this subcommittee for this opportunity to speak.

My name is David Bell, and I am the Student Government Association president for Southern University at New Orleans. I will try to summarize this as much as I can. I will try not to read until I have to.

When I graduated from high school I did not know anything about financial aid. I didn't think I was ready for college. I didn't know where to turn. I was staying with my grandmother. She didn't know about financial aid. She was 72 at the time. I took the ASVAB test, and decided that I would just go into the military.

I was fortunate in that when I went to sign up, there was a black recruiter there who saw my scores, and told me about college and about the Pell Grant. He told me, "If I were you, I would kind of go that way." So, I took his advice. We had a junior college in town. I went over to the junior college, and tried to enroll. She told me the deadline date had passed for a Pell Grant. I would have to pay myself. I didn't have the money to pay, but I said, "No problem." I had a lawnmower. It was hot in Florida. I am from Florida. I mowed some grass, and got the money, and paid for my college.

I stayed there for my first year. I really was not satisfied with it. I wanted to go to a larger university. So, I filled out my Pell Grant form. They sent it back to me to revise it and correct it. I filled it out, and they sent it back again. And finally, we got it right. I was accepted at Southern at New Orleans. I came up here. I enrolled in school. It is a commuter campus. So, there was a problem with housing. I had to save money to pay for housing. The Pell Grant did not cover that.

When I received my letter saying that I would receive a Pell Grant, I was happy, because I knew my school would be paid for. I moved up here. I didn't have any family. I decided to go to school. I went to pay my fees that day and register, and my Pell Grant is $225. Now, out of state tuition was $1,500. So, it did not work out too well. But, I had some money saved up. I got it. I took on two strange roommates. They were strange. We lived together for the first year, and we made it all right. If one person had a dollar, everybody had a dollar. That is what made us make it. We ate a lot of peanut butter sandwiches, and we made it.

But, without any question, investment in education is one of the most important investments any government can make. We ask you, if we are tomorrow, hopefully we will be where you are one day.

In response to your request, I am pleased to offer the following comments as they relate to reauthorization of the Higher Education Act. I hope you consider them.

I think we should establish an early intervention program before the students get to college. Perhaps the government can provide money for that. Teach them counseling. Get their grandparents, parents, or whoever it may be involved in the process, and show them how to fill out the Federal financial aid packets, and that sort of thing.

I think the Pell Grant formula needs to be readjusted and redetermined. Consideration should be given to the maximum grant amount. I am fully in support of the recommendation that allows at least $2,500 for living expenses, and 26 percent of tuition. This formula should be adjusted annually based on the consumer price index, which is another plus. A new formula would also address the needs of low income Pell Grant recipients, while also aiding to the needs of students who pay higher educational expenses.

A Guaranteed Student Loan program, or GSL program, as you know it, was designed to meet the needs of the middle class. A GSL is important because it gives the students a choice to access to different universities. However, there are ways you need to combat default and such other problems. I think that we should make the loans only 80 percent guaranteed. That would force the banks that are lending the money to look and pay a more careful scrutiny to who they are lending the money to, and also allow the universities some input. I was speaking with our financial aid supervisor. She said that one of the problems is that they would have to give loans to people that they knew would not pay them back because the bank would authorize the money. They didn't have any say so in that.

Other things to consider are the Family Support Act of 1988, which is a welfare reform law for recipients of AFDC. It contains an educational clause in it. Why do we not make use of this act to prepare minority and disenfranchised youths for college? Establish remedial programs, prep courses, mentors, tutors, the list can go on and on and on.

I am also in support of a federally supported prepaid tuition program, allowing parents or families to lock in on the price of today's education for tomorrow's technology.

In conclusion, the Federal financial aid program needs to be revisited and revised. Students need adequate and professional counseling before, as well as while enrolled in college. The Pell Grant formula needs to be revised. The GSL program is important, but it also has flaws that must be addressed. Special attention needs to be focused upon minority and disenfranchised students.

I hope you all will consider my recommendations. I thank you for listening.

[The prepared statement of David Bell follows:]

Testimony of David L. Bell
Student Government Association, Pres.
Southern University at New Orleans
6400 Press Drive
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I would like to first thank Congressman William J. Jefferson and the Subcommittee for this opportunity to speak on the reauthorization of the Higher Education Act. My name is David L. Bell, and I am the Student Government Association President of Southern university at New Orleans.

As a senior in high school, I knew nothing of Financial Aid. Everyone was yelling, "Fill out your University application packets, apply early to guarantee your acceptance, visit the campus, etc.", but not once did I hear anyone say, "and don't forget about that Pell Grant Application." And if they had, it wouldn't have made much of a difference, because no one had explained to me what a Pell Grant was. So instead I took the ASVAB. And scored well on it. Recruiters were taking me to lunch, calling my house, giving me tours of the military base, and one even picked me up from school and gave me a ride home. Wow!!! those are some hard workers. I still wonder if they get paid on commission. The Air Force seemed like a logical choice, and it was. It was there that a Black recruiter looked over my ASVAB scores and took the time to tell me about college. It was also there that I learned about the Pell Grant and what it meant not only to myself, but to the many others in my same predicament.

Needless to say, it was too late to apply to any major college or university. But I was lucky enough to have a junior college in town. I enrolled in Pensacola Junior College.

The Financial Aid Officer explained to me that the deadline for receiving a grant had passed and I would have to pay the tuition out of my own pocket. I thought, "No problem", right? Wrong! there were tuition, books, lab fees, parking fees, the ACT, late registration, and so forth. I thought the list would never end. I had no money in my checking account or my savings account, two broke parents, and a neighborhood with grass that needed to be mowed. Regardless of these circumstances, I became a college student. Unfortunately, I was dissatisfied with the college of my choice, it just didn't motivate me. It was time for a transfer.

I filled out my Pell Grant forms and my application packets early this time. I was accepted by Southern University at New Orleans and also received a Pell Grant. My next step was to visit the campus; and I did, only to find out that it was a commuter campus. No problem, right? I worked and saved until August 15th. On August 16th, I moved to New Orleans my person, my transcripts and $2,500 in savings. August 18th was Orientation and everything was going fine; then came registration day. I paid my light deposit, phone deposit, first month's rent and apartment deposit, bought groceries and opened a checking account. I knew everything was finally falling in place, until I received a $225 grant. Out of state tuition was nearly $1,500, I thought surely there must have been a mistake, but there wasn't. I paid my tuition, bought my books (used whenever possible) and had about $300 left to support myself for the next four months. What a predicament! I had no family in the immediate area, and didn't know a single person.

It was impossible to survive the duration of the semester with the meager funds remaining to me. I was forced to break my lease and took in two roommates. This was extremely difficult since all we knew of each other was that we were experiencing the same types of problems. It was hard, but we made it. We made it simply because if one of us had a dollar, all of us had a dollar. We realized that our very being, our survival, was dependent on one another. This attitude is one that our government needs to assume.

Without any question, an investment in education is one of the most important investments our government can make. All throughout the world, the bulk of funding for colleges and universities comes directly from the government because those nations understand that the youth of their country inevitably become the leaders of the future, the labor force, the resource for change and development. Education is essential to maintaining a potential for future techonolgical development and enlightened leadership of our country. If students have the will to acquire an education, our government must have the will to assist. A quality education is essential if our country is to prosper.

In response to your request, I am pleased to offer the following comments as they relate to the reauthorization of The Higher Education Act, especially Title IV Student Aid Programs. I believe them to be of significance to the stability of Colleges and Universities in this country:

Counseling

Why not establish an early intervention program. Greet students entering high school and provide them with counseling programs. Provide early assessment of eligibility for federal aid. Guarantee state assistance for the purpose of college once high school is completed. Setup seminars for college bound high school seniors, on how to fill out Financial Aid Packets. I also believe that this process should involve parents as well.

Pell Grant

The Formula for determining Pell Grant Awards needs to be revised. Consideration should be given to the maximum Grant amount. I am fully supportive of a recommendation that allows $2,500.00 for living expenses (room, board, books, personal items, etc.) and 26% of a students tuition (not to exceed $1,600.00). The recommendation that this formula be adjusted annually based upon the Consumer Price Index is another plus. This new formula would address the needs of low-income Pell Grant recipients, while also aiding the needs of students who pay higher educational expenses.

Loan Programs

The Guaranteed Student Loan program was designed to meet the needs of the middle class family. The G.S.L. is important because it gives the student a choice and access to different universities; however, ways to combat default are needed. I suggest consideration be given to developing more flexibility in repayment options. Also, make loans only 80% guaranteed (instead of 100 %), thereby forcing banks to render a more careful scrutiny to whom they issue monies. I am of the opinion that G.S.L. loans should be granted to all students who have displayed satisfactory academic progress, defined as the average required to graduate.

Others

The Family Support Act of 1988 is a welfare reform law for recipients of AFDC. It contains an educational clause. Why don't we make use of this act to prepare minority and disenfranchised youth for college? Establish remedial programs, prep courses, mentors, tutors, the list can go on an on.

Perhaps Federally supported pre-paid tuition programs could be established for state funded colleges and universities. This would allow parents to lock in on today's prices for tomorrows education. Set up a payment plan that makes college affordable for everyone.

Provide extra funds for colleges and universities graduating a high percentage of minorities.

In conclusion, the federal financial aid program needs to be revised. Students need adaquate and professional counseling before, as well as while, enrolled in college. The Pell Grant Formula needs to revised. The G.S.L. Program is an important program, but it also has flaws that must be addressed. Special attention needs to be focused upon minority and disenfranchised students. I sincerely hope that you all consider my suggestions. If there are any questions please fill free to contact me.

Chairman **Jefferson**. Thank you, Mr. Pell. Mr. McArthur Clarke, you have come just in time to offer your testimony. You may, if you feel ready, proceed at this time. We are operating on the rule where we ask you to speak for no more than 5 minutes, and submit your written comments for the record if they extend beyond that time.

STATEMENT OF MCARTHUR CLARKE, DILLARD UNIVERSITY, NEW ORLEANS, LOUISIANA

Mr. **Clarke**. Thank you. I am sorry that I was late, first of all, but buses do not quite run as you predict them to sometimes. I would like to say good afternoon, Members of the Congress, friends, and all of the parties.

My name is McArthur Clarke, Jr. I am a sophomore here at Dillard University, pre-engineering mechanical and physics major. It is a privilege and a pleasure to have been chosen one of the few to speak on behalf of many on this very important issue.

The Title IV financial aid programs offered by Dillard University have proven to be the deciding factor in my pursuit of higher education. I, like many of my constituents, would not have been able to attend such a prestigious university such as Dillard if it were not for the Title IV programs. I am sure that at least 90 percent of Dillard's student body is receiving some type of financial assistance.

These programs enable students, like myself, who possess a strong will to succeed to enter a university, although they may lack the financial means to do so. This allows us to afford the opportunity to acquire desired degrees and eventually enter into our career decisions, goals, and helping us to reach them. Moreover, placing us in positions to give back to our communities hope by example.

However, if the Title IV programs are decreased or dismantled, doors that are opened may be closed in the faces of many future scientists, doctors, engineers, and others who could give economic stability, as well as new and creative insight, to an ever-changing America.

Thank you.

Chairman **Jefferson**. Thank you, Mr. Clarke. You have adhered very well to the time line. And for that, as the last witness of the day, we certainly applaud you.

I want to say to each of you, though, that I am very impressed with what you have had to say. I am sure that each member of this committee will take to heart your comments today. No matter that we have had the presidents coming to speak to us, who did an outstanding job, and the financial aid people, and others who represent higher education, you, in fact, are the most important witnesses of the day. You are the real consumers of our services here. You are the ones for which the act is really authorized, not for the presidents or the institutions, but for the students' benefit. We are pleased to hear you say what you have said about what the act has meant to you, and to have your suggestions as to how we might improve what it does for you and students who are similarly situated.

Each of you is involved in leadership at your university. And each of you is an example for the young people who you are charged to lead. I think you are fine examples. I really am impressed with how you have conducted yourselves, with what you have said, and how you prepared your testimony. I am certain that you have impressed each of us here very favorably. So, congratulations to you, and thank you for participating. We really appreciate your input today.

If there is any member of the committee who has a question or a comment, they may do so at this time. Mr. Kildee.

Mr. KILDEE. Thank you very much. In real life, I was a high school teacher. I can relate to students very well. I have taken this long 26 year sabbatical in politics now. But, it is interesting, Mr. Bell, only because a recruiting officer was willing to reduce his quota—because they are under great pressures, right, to get people in there. He looked at you and gave you the counseling that you really deserved to get when you were in high school, right? He gave you that counseling. That was really great. Otherwise, you would have probably gone off into service, which is not a bad field. But, you are in now something you choose to do because you had real choices.

That is the trouble very often in this country. The poor and minorities very often do not really have choices. You discovered, through that person to whom you should be very grateful, really, that you did have choices. I think the government's job is to make sure that people in this country truly do have choices. Your story, certainly, has not only informed my intellect, but has really reached my will or my heart to make sure that government is sensitive enough to give choices to people like yourself. I will go back to Washington doing just that.

Thank you.

Chairman JEFFERSON. Congressman Hayes.

Mr. HAYES. Just let me say, I just want to say ditto to what my two colleagues just said to the kind of testimony that we have heard from you, while it represents the plight of a lot of kids, I think your determination to go to school and complete your education is one that certainly would set an example for many. Lord knows, when I listen to some of my colleagues who use the default ratio of student loans on the part of some students who should not have been given the loan in the first place, and should have been given a grant, when they use this as an argument to reduce the amount of money that comes from the Federal Government for aid, it shows a real lack of sensitivity, a real lack of trying to establish as a priority the need for education.

One of you mentioned the fact that you may look forward someday to being up here in our positions. That is certainly something that you should look forward to. There is no question about it. But, please, whatever you do, stay on the path that you are on, and do not hesitate to pass on to others who are headed in the wrong direction, particularly among our young African-American men and women, that this is the wrong way to go. Go in this direction. This is the best way for you to go. Please do all you can to help them.

I have a grandson who is just finishing high school. I will say this, and then I am through. When he first entered high school, the sole objective was to be a wide receiver. He liked football. That was his prowess. He kept getting wider like me, and he decided the best approach was to be a tight end. Then, he finally wound up becoming an offensive tackle on the high school football team. But, he forgot and neglected his books, his academics. He finally got ousted from that school. He is in another one. But now, he is going to summer school in order to try to catch up on what he missed when he should have been studying all along.

We cannot all be Air Jordans, even the Refrigerator man, you know. We have to have something up here in order to make it.

Chairman **Jefferson**. Mr. Payne?

Mr. **Payne**. Yes, I would just like to certainly amplify what Representative Kildee said. You know, to see three young men, presidents of your universities, Charles is of your student government, and David who ate peanut butter sandwiches and had to put up with two strange roommates, and McArthur who had to wait for the bus on a hot day all dressed up on a Saturday where people probably thought he was strange.

[Laughter.]

You know, you all three simply go against the old stereotype that all young black men want to commit crime, do wrong things, do not care, are lazy, have no direction.

So, I think that your presence here, in addition to the fact that all of your ties even exceed mine, and I thought I was wearing a fancy one, it certainly goes to indicate that the stereotypes are definitely out of place. I would just like to say, also, as Congressman Kildee mentioned to you, David, that you are fortunate. They do have quotas and goals of getting people to be all that you can be, you know, join the Army. In the schools in my district in Newark, where there is no employment, where there are no historically black colleges up in New Jersey, the brightest and the best are in the Army. The first casualty that we had under friendly fire was an 18 year old boy that grew up one block from where I grew up. He was killed in the Persian Gulf because he went to war to go to college.

So, we certainly have priorities which are distorted. We have more service personnel in our high schools, about five to one, than college counselors. For one college counselor, we have four military people, at least. So, they do get attracted to the fancy posters of "Be all that you can be, join the Army." As you know, 30 percent of the military were African Americans. The last 10 years, we spent $3.5 trillion on the military, where we have spent one-tenth of that on education. We are going into a new fancy plane called the F-22 that is going to cost $95 billion to develop because it is better than the others we have. We do not have anyone to use it against.

So, we really need to turn the parties around. The people here, us six, it is almost like we are sort of the converted. Our job is really attempting to convert the other 429 Members of the House to do the right thing. So, I would just like to congratulate you gentlemen again, and I really appreciated your testimony.

Chairman **Jefferson**. Does anyone else have a comment? The last thing that I would like to say is that I do not know if Mr. Childers has any authority in the area with respect to which these young men are speaking. But, someone needs to take back to the administration the conclusion that has been reached here.

It should not be visited upon future generations of young people who want to attend college at certain schools the sins of those who may not have paid loans in the past for whatever reason. If you were to take these three young men as examples, who if their schools were determined ones that could no longer have students going to attend them who needed the aid, but who could not because others who had gone before had not paid the loans back, you would not do anything to affect those who had been the offenders. You would simply affect the innocent victims, who would be these young men that I am using as examples here, who could not themselves have the opportunity.

So, it makes no sense to punish the school, particularly when they say that the school really has very limited discretion if the student meets the qualifications. Then, they get the grant. They get the loan, and that is it. And the school cannot really say, "You cannot come because you may not pay us back." That is not the function that the school operates under. It can counsel and tell them that it is their responsibility but it cannot deny them the loan. It is the real backward thinking of policy to say that if the school has messed this thing up, we are not going to have anyone else go there and get a grant or loan. That is something the Congress ought not permit, and it is something that the administration ought not to consider.

Mr. Kildee?

Mr. **Kildee**. I would like to say one more thing. One of the things I taught was history. I taught Latin for the most part, but I also taught history. I want you to know that your testimony will make a difference. I think we are all more motivated when we go back to Washington now because of your testimony here today. And you will be part of history.

People do not realize it, but these hearings are printed. They become part of the archives of the United States. They will be stored for hundreds of years in the Library of Congress. As a matter of fact, in case we do not have the good sense to keep the peace, they keep extra copies of the archives buried deep in the mountains of Maryland. They are there for thousands of years. And our historians will look at those and know that McArthur Clarke, and David Bell, and Charles Brown testified. I think by your testimony, you have made a difference. I deeply appreciate it.

Mr. **Payne**. Mr. Chairman, and this is not the regular time. This is the time to be used to say nice things about you. I did not get the chance to say many nice things about you at the beginning. I just would like to say that I really would like to commend you for this outstanding hearing, not only the university, but your staff and the witnesses. Everything has really been excellent. I would just like to say that as I wondered initially whether it was because it was New Orleans or you, now I am swayed more to you than New Orleans.

But finally, I too sort of entered the House of Representatives under a similar situation as you, replacing a person who in my instance served 40 years. I am only in my second term, but I have heard continually that his shoes are very big. "You are going to be unable to fill them. You don't know how you are going to." They do not even call my district by the number. They call it by the former representative's district. Most of the buildings are named after him anyway. But, I would just like to say that you, I am sure, are not trying to fill shoes. I can see you are making your own footprints. They are sort of swift, quick, and may be in another direction, your own footprints in the sands of time. I would just like to, once again, congratulate you for this hearing.

Chairman **JEFFERSON**. Thank you very much.

[Applause.]

Mr. **WASHINGTON**. Mr. Chairman, as you recall, I reserved the balance of my time upon Congresswoman Mink's and my arrival. I will be a man of few words. This is really hard for me, as you know, Mr. Chairman. But——

Chairman **JEFFERSON**. Yes, sir.

Mr. **WASHINGTON**. Over in Texas, it does not take us as long as it did an old boy from New Jersey to say what we have to say. The people have done proud by electing you. I am not just saying that because I am here. You have paved your own way, like the gentleman from New Jersey said.

We are here because of you. I want you all to know that. We are not just here because it is the year end, and because we are interested in this issue. We are here because of this man. We came from almost as many places as there are people here on a Saturday. Many of us have other things, as you might imagine, given the little time that we have to ourselves and our families, to be here. I think it is especially noteworthy, particularly for your constituents and others who helped you to get elected, and who will keep you in office, to know that this is a tremendous show of support, not only for the issues, as I said, but for the man. They done proud, and you done proud, Mr. Chairman. Thank you.

[Applause.]

Chairman **JEFFERSON**. Thank you, Mr. Washington.

Mr. **HAYES**. I knew you were not going to cut him off.

Chairman **JEFFERSON**. No, no. He might want to extend his remarks here, which would be okay with me.

In that vein, I want to again thank this group of Congressmen and Congresswoman who have shown up today to grace our city, to hear what our people here have had to say, and those from states surrounding us have had to say about this act, and what should be done in the future. I know the people of our city are deeply honored and grateful for what you have done for us here today. We want to thank you for that from the bottoms of our heart, as we say here in Louisiana, Mr. Washington.

I also want to say, as Craig pointed out earlier, that those who have not submitted statements, everyone was not able to testify, could not because of time constraints and the rest, but there may be those who want to submit statements to this committee, based on what we have been considering here today. If you would like to do that, we will leave the record opened for the 14 days that the subcommittee has agreed to do. We will take your written statements and make them a part of our record. So, if you should desire to add to this record and to become a part of this history-making hearing, as Mr. Kildee has pointed out, then please take the opportunity to do so.

I want to say now as we conclude that I appreciate the accolades and the warm remarks from my colleagues. But, we have had to depend upon a lot of people to make this hearing a success. I want to thank my staff, Mia Franklin, Betty Thibodeaux, and Annette Crumbly, who is somewhere in the back, and Stephanie Edwards, and all the rest who are here, and I want to thank the staff from Washington, Tom Wolanin and Diane Stark, who are here behind us, who have come to be with us today. I do not know if you notice these folks who have been making notes, and giving instructions, and urging us on to ask this or that interesting question. But, they work with us very closely in Washington, and they will be a big part of what happens with this legislation. So, I want to thank them for taking the time to come down here as well.

Mr. **HAYES**. Just before the rap of the gavel, I must thank President Cook and Mrs. Cook for being the kind host and hostess, along with your staff, here at this great university. You have enabled me to sleep well on the plane from the lunch I ate today.

Chairman **JEFFERSON**. Thank you very much. The hearing is concluded.

[Whereupon, at 3:30 p.m., the subcommittee was adjourned.]

[Additional material submitted for the record follows.]

Statement submitted by Dr. Jewel L. Prestage, Interim Dean, Benjamin Banneker Honors College, Prairie View A&M University, Prairie View, Texas for Hearings on the Higher Education Act Reauthorization Bill, New Orleans, LA, July 27, 1991.

Preamble

Available statistics on graduate and professional school enrollment and degree recipiency indicate that African Americans have experienced a decline in both areas over the past decade. Overall, the number of doctorates earned by African Americans fell by 19.8% between 1980 and 1990, while the percentages increased for Hispanics, Asians, and American Indians by 69.4 per cent, 34.7 per cent, and 24 per cent respectively. (Chronicle of Higher Education, May 20, 1991, p. 1A)

When the view is narrowed to specific disciplines, the absolute numbers of doctorates earned by African Americans and the percentages represented by these numbers provide further reason for concern in a nation committed to equality of access to higher education. For example, in the three major fields of Engineering, only 14 Ph.D.s were awarded to African Americans in 1989, and in the years between 1980 and 1989, the yearly totals ranged from 4 to 11. During this same period the yearly figures for Computer Science doctorates to African Americans ranged from 0 to 3, with a 10 year total of 14 doctorates.

The American Political Science Association reports that 7 per cent of the 601 doctorates in Political Science, International Relations and Public Policy were earned by African Americans in

1988-89. Overall, there were 34,319 Ph.D.s granted by U.S. institutions of higher education in 1988-89. African Americans earned only 4 per cent of these. (P.S. June 1991) pp.262-263).

For persons directing programs dedicated to recruiting high ability African American students for undergraduate study and increasing the number of these students entering graduate schools, earning doctorate degrees and assuming positions on college and university faculties, a major concern in the reauthorization of the Higher Education Act is how to make the revised legislation more responsive to the need to produce more African American Ph.D. holders and reverse the trend of the past decade. The Benjamin Banneker Honors College at Prairie View A & M University is such a program. Honors Colleges at Historically Black Colleges and Universities have devised a number of campus strategies to enhance the potential for their students to opt for graduate study rather than immediate entry into the workforce (especially in engineering and computer science) and have become part of regional and national linkages and special programs designed to increase minority doctorates.

The general recommendations offered herein flow, in large measure, from cumulative experiences with efforts spanning more than 3 decades to encourage African American students to enter graduate and professional school following receipt of undergraduate degrees.

The general recommendations, which relate mostly to Title IX, are as follows:

1. Overall, it is recommended that there be no erosion in the level of financial support provided students from underrepresented minorities entering graduate and professional school, as adequate financial resources continue to constitute a major impediment to earning Ph.D degrees by talented African Americans.

2. It is recommended that the cap on summer stipends be removed so that the stipends offered will provide the funds which these students need to carry them through the next academic year.

3. It is recommended that the Patricia Roberts Harris Public Service Fellowship Program be expanded.

4. The removal of the financial needs cap on stipends to graduate students is recommended.

5. The subject matter areas which are in the current law should be expanded to include all areas in which women and minorities are underrepresented. For African Americans, this list would include almost all disciplines.

Summarily, the critical role of funding in the lives of African American students seeking to enter graduate /professional school becomes graphically obvious when we focus on individual or special group cases. For example, a study of Black women Ph.D. holders in Political Science, revealed that well over half of these students had been supported by public and/or private funds specifically earmarked for minority students. At Southern University in Baton Rouge, the Department of Political Science is a leader in the production of B.A. degree holders who have received Ph.D. degrees in Political Science and related disciplines.

Without public and private special financial support programs, this would not have been possible. The Benjamin Banneker Honors College at Prairie View has placed 36 African American students in specially funded 1991 Summer programs at major research universities designed to encourage and better prepare them for Ph.D. study at the end of the undergraduate experience.

At the HBCUs where a disproportionate share of African American Ph.D. holders get their undergraduate training, we are acutely aware of the nature of the crisis and urge that the Higher Education Act which emerges from this session give us the support needed to respond to it.

Testimony Presented

to the

Postsecondary Education Subcommittee of the Committee on Education and Labor of the United States House of Representatives

on behalf of

THE COUNCIL OF HISTORICALLY BLACK GRADUATE SCHOOLS

by

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Professor of Political Science
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accompanied by

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Dean of the Graduate School
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July 27, 1991

REAUTHORIZATION OF THE HIGHER EDUCATION ACT
"FEDERAL PROGRAMS TO STRENGTHEN DEVELOPING INSTITUTIONS"

MR. CHAIRMAN, I WISH TO THANK YOU FOR PERMITTING ME TO DISCUSS TITLE IX OF THE HIGHER EDUCATION REAUTHORIZATION ACT. MY TESTIMONY WILL FOCUS ON GRADUATE EDUCATION AT HISTORICALLY BLACK INSTITUTIONS OF HIGHER LEARNING (HBCUs). I AM PROFESSOR OF POLITICAL SCIENCE AND ACTING DIRECTOR OF THE JACKSON STATE UNIVERSITY/UNIVERSITIES CENTER. I AM HERE TODAY IN MY CAPACITY AS PRESIDENT OF THE COUNCIL OF HISTORICALLY BLACK GRADUATE SCHOOLS. IN ADDITION, THE OFFICE OF PUBLIC BLACK COLLEGES SHARE SOME OF OUR CONCERNS. THE CHBGS IS THE OFFICIAL REPRESENTATIVE OF ALL THE HBCUs THAT OFFER GRADUATE EDUCATION IN AMERICA. MORE THAN 40% OF THE HBCUs OFFER SOME FORM OF GRADUATE OR PROFESSIONAL EDUCATION. HISTORICALLY, THE GRADUATE EDUCATION ROLE OF THESE INSTITUTIONS HAS BEEN NEGLECTED. THEY HAVE, IN SO MANY WORDS BEEN "OUT OF SIGHT AND OUT OF MIND."

WE ALL KNOW THAT A GRADUATE PROGRAM INVOLVES SPECIALIZED KNOWLEDGE AND CONCENTRATED STUDY IN ONE AREA. IN THIS RESPECT IT DIFFERS FROM UNDERGRADUATE STUDY, WHICH INTRODUCES YOU TO A WIDE RANGE OF SUBJECTS, EVEN THOUGH YOU MAJOR IN ONE, AND GIVES YOU CERTAIN INTELLECTUAL SKILLS - - READING CRITICALLY, WRITING CLEARLY, ARGUING PERSUASIVELY.

A GRADUATE PROGRAM IS GENERALLY MORE FOCUSED ON A SPECIFIC AREA OF INTEREST AND ACQUIRING SPECIALIZED SKILLS TO PRACTICE A PROFESSION OR DO ADVANCED RESEARCH. HOWEVER, IT DOES NOT MERELY ENTAIL AN ADDITIONAL NUMBER OF COURSES. IT REQUIRES ACTIVE PARTICIPATION IN RESEARCH, AND/OR INTERNSHIPS TOO PRACTICE PROFESSIONAL SKILLS.

THERE ARE TWO MAJOR KINDS OF GRADUATE DEGREES, PROFESSIONAL DEGREES AND RESEARCH DEGREES, AND TWO MAJOR LEVELS, MASTER'S AND DOCTORAL. AT THE MASTER'S LEVEL, A PROFESSIONAL DEGREE GIVES YOU A SPECIFIC SET OF SKILLS NEEDED TO PRACTICE A PARTICULAR PROFES-

SION. IT IS GENERALLY A FINAL DEGREE. THE RESEARCH MASTER'S PROVIDES EXPERIENCE IN RESEARCH AND SCHOLARSHIP, AND IT MAY BE A FINAL DEGREE OR A STEP TOWARD THE PH.D.

THE MASTER'S DEGREE MAY BE PURSUED IN SUCH AREAS AS BUSINESS, SOCIAL SCIENCE, EDUCATION OR SEVERAL OTHER AREAS OF INTEREST. THE MASTER'S DOES NOT REQUIRE THE SAME LEVEL OF RESEARCH AS THE DOCTORATE. THE OVERWHELMING MAJORITY OF THE HBCUs ARE MASTER'S INSTITUTIONS ONLY.

IN ORDER TO FOSTER DIVERSITY OF COLLEGE AND UNIVERSITY FACULTY, THE GRADUATE ROLE OF HBCUS MUST BE ENHANCED. INDEED, THE ISSUE OF THE UNDER-REPRESENTATION OF MINORITIES AND WOMEN WILL NOT BE SATISFACTORILY DEALT WITH IF WE DO NOT ENHANCE AND REJUVENATE THE HBCUS GRADUATE EDUCATION COMMUNITY. WE MUST ENSURE THE GRADUATE AND PROFESSIONAL EDUCATION OF UNITED STATES MINORITIES AND WOMEN. WE MUST COUNTER THE MOVEMENT TO INSTITUTE INTERNATIONAL STUDENTS FOR UNITED STATES MINORITIES AND WOMEN. I AM STRONGLY RECOMMENDING THAT HBCUS SHOULD AND MUST PLAY A PIVOTAL ROLE IN THIS

PROCESS. ACCORDING TO THE COUNCIL OF GRADUATE SCHOOLS, "BY FIELD THE PERCENTAGES ON NON-U.S. GRADUATE ENROLLMENT RUNS A WIDE RANGE FROM A LOW OF 5% IN EDUCATION TO A HIGH OF 38% IN ENGINEERING." INDEED, IN ENGINEERING, THE PERCENTAGE OF NON-U.S. CITIZENS EARNING DOCTORATES WAS 55% IN 1989. CGS NOTES THAT ENROLLMENT TRENDS INDICATE A 5% INCREASE FOR NON-U.S. CITIZENS AND LESS THAN 1% PER YEAR FOR U.S. CITIZENS. THESE STATISTICS ARE EVEN MORE DEPRESSING WHEN WE LOOK AT MINORITIES AND WOMEN IN DOCTORAL PROGRAMS. THE NUMBER OF MINORITY AND FEMALE PHDs INCREASED SIGNIFICANTLY BETWEEN THE LATE 1950'S AND EARLY 1970'S. ACCORDING TO THE NATIONAL RESEARCH COUNCIL, BETWEEN 1977 AND 1987 THE NUMBER OF FEMALE DOCTORATE RECIPIENTS INCREASED SUBSTANTIALLY. OVER THE SAME PERIOD, THE NUMBER OF BLACKS EARNING PHDs DECLINED FROM 1,116 TO 765. A MORE PROFOUND DROP OCCURRED IN BLACK MALE DOCTORATE RECIPIENTS FROM 684 TO 317. HOWEVER, A SMALL INCREASE OCCURRED IN BLACK FEMALE DOCTORATE RECIPIENTS - - 432 TO 448. THE 765 PHDs EARNED BY BLACKS IN 1987 REPRESENTED 3.4% OF THE PHDs

AWARDED TO U.S. CITIZENS AND 2.4% OF TOTAL PHDs AWARDED BY U.S. INSTITUTIONS. YET BLACKS MAKE UP ROUGHLY 12% OF THE POPULATION. HISPANICS, WHO MAKE UP 6.5% OF THE POPULATION, RECEIVED 2.8% OF THE PHDs AWARDED TO U.S. CITIZENS IN 1987. THE NATIONAL RESEARCH COUNCIL ALSO REPORTED THAT U.S. MINORITY MALES RECEIVED ONLY 4.1% OF THE DOCTORATES AWARDED AND U.S. MINORITY FEMALES RECEIVED ONLY 6.9% OF THE DOCTORATES AWARDED. OF THE 23,172 DOCTORATES AWARDED TO U.S. CITIZENS IN 1989; AFRICAN AMERICANS, AMERICAN INDIANS AND HISPANICS COLLECTIVELY RECEIVED 1,234 OR 5.3% BASED UPON THE U.S. POPULATION THAT IS APPROXIMATELY 20% MINORITY (12% AFRICAN AMERICAN, 7% HISPANIC, 1% NATIVE AMERICAN). 4,403 MINORITIES SHOULD RECEIVE DOCTORATES ANNUALLY INSTEAD OF 1,234 CURRENT RECIPIENTS. THE POINT THAT I AM TRYING TO MAKE IS THAT IN ORDER FRO THE GRADUATE COMMUNITY TO ADDRESS THIS NATIONAL SECURITY ISSUE, WE MUST EMPLOY NON-TRADITIONAL APPROACHES IN OUR INSTITUTIONS. CGS MUST EMPLOY NON-TRADITIONAL APPROACHES AS THE LEADING

ORGANIZATION FOR GRADUATE DEANS. IT IS EVIDENT THAT THE LEAD APPROACH IS NOT WORKING IN THE MANNER IN WHICH WE THINK IT SHOULD WORK.

THE ISSUE OF THE UNDERREPRESENTATION OF AFRICAN-AMERICAN WOMEN AND OTHER GROUPS IS COMPLICATED BY THE RAPID GROWTH OF NEW IMMIGRANTS INTO THE AMERICAN POPULATION. IN RECENT YEARS, SCHOOLS HAVE BEEN OVERWHELMED BY THE NEEDS OF AN UNPRECEDENTED IMMIGRANT STUDENT POPULATION - - STUDENTS WHO SPEAK OVER 80 DIFFERENT LANGUAGES AND WHO COME FORM A VARIETY OF SOCIAL, ECONOMIC AND CULTURAL BACKGROUNDS. OUR SCHOOLS' ABILITY TO COPE AND TO EDUCATE THIS INCREASINGLY PLURALISTIC GENERATION WILL HAVE A PROFOUND IMPACT UPON OUR COUNTRY'S FUTURE.

THE NEW IMMIGRANTS WILL CLEARLY TEST HIS COUNTRY'S ABILITY TO ACCOMMODATE DIVERSITY AT ITS HIGHEST. WHEREAS IN THE EARLY PART OF THE CENTURY MOST OF THE IMMIGRANTS WERE EUROPEAN, TODAY THEY ARE MEXICANS, PHILIPPINOS, VIETNAMESE, KOREANS, INDIANS, CHINESE, DOMINICANS AND JAMAICANS - - THEY ARE THIRD WORLD PEOPLES AND THEY ARE BEING RECEIVED, WITH AT BEST, AN AMBIVALENT WELCOME. WE CAN REST ASSURED THAT THE RECENT EVENTS IN EASTERN EUROPE AND THE SOVIET UNION WILL FURTHER COMPLICATE THE PLIGHT OF WOMEN AND MINORITIES IN AMERICA. WHAT WILL HAPPEN TO THE EDUCATIONAL OPPORTUNITY FOR THESE INDIGENOUS UNDERREPRESENTED GROUPS? IT SEEMS TO ME THAT THE HBCU COMMUNITY HAS A MAJOR ROLE TO PLAY IN THE FUTURE.

THE COUNCIL OF HISTORICALLY BLACK GRADUATE SCHOOLS WISHES TO GO ON RECORD IN SUPPORT OF THE PROPOSAL THAT HAS BEEN FASHIONED BY THE COUNCIL OF GRADUATE SCHOOLS, THE ASSOCIATION OF AMERICAN UNIVERSITIES AND LAND GRANT COLLEGES. THESE ORGANIZATIONS HAVE REVISITED THE PATRICIA ROBERTS HARRIS FELLOWSHIP PROGRAM. THEY ARE PROPOSING THREE YEARS OF FEDERAL SUPPORT FOR MINORITY STUDENTS UNDER THE DOCTORAL COMPONENT OF THE HARRIS PROGRAM. THE HARRIS FELLOWSHIP WOULD PROVIDE THE FIRST TWO YEARS OF FULL TIME FUNDING FOR THE STUDENT. THIS IS NORMALLY LONG ENOUGH FOR THE

STUDENT TO COMPLETE MOST OF THEIR COURSEWORK AND POSSIBLY PREPARE THEMSELVES FOR THEIR COMPREHENSIVE. IF THE STUDENT NEEDED MORE TIME THEY WOULD RECEIVE ONE OR TWO YEARS OF FUNDING AS A TEACHING OR EVEN BETTER AS A RESEARCH ASSISTANT. THE FINAL YEAR OF FEDERAL FUNDING WOULD BE RESERVED FOR THE STUDENT WORKING ON THEIR DISSERTATION. THESE CHANGES WOULD HAVE A MAJOR POSITIVE IMPACT ON AFRICAN AMERICANS AND OTHER MINORITY STUDENTS. tHEY ARE ALSO STRONGLY URGING THAT THE CURRENT LEVEL OF FUNDING OF ABOUT $3MILLION BE INCREASED TO $100MILLION.

THE COUNCIL OF HISTORICALLY BLACK GRADUATE SCHOOLS IS ALSO IN SUPPORT OF THE MASTERS COMPONENT PART OF THE HARRIS PROGRAM. WE SUPPORT THE FUNDING OF THE MASTER'S COMPONENT OF THE HARRIS PROGRAM AT THE $50MILLION LEVEL.

THE MASTER COMPONENT SHOULD NOT BE OVERLOOKED BECAUSE IT HAS ENABLED SO MANY AFRICAN-AMERICAN SCHOLARS TO COMPLETE THEIR DOCTORAL WORK. IN FACT, THE OVERWHELMING MAJORITY OF THE SCHOLARS IN THE CHBGS ARE MASTER'S ONLY INSTITUTIONS. THEREFORE, THE

MASTER'S DEGREE IS VERY IMPORTANT WITHIN THE CONTEXT OF GRADUATE EDUCATION IN OUR INSTITUTIONS. YOU CAN HELP US TO REVERSE THE DOWNWARD TREND OF BLACK MASTERS DEGREES BY SUPPORTING ADDITIONAL FUNDING IN THE HARRIS PROGRAM FOR MASTERS DEGREE EDUCATION. WE ARE IN SUPPORT OF THE REDUCTION OF MASTERS DEGREE SUPPORT FROM 3 TO 2 YEARS IN ORDER TO INCREASE THE NUMBER OF MASTERS DEGREE STUDENTS BY 1/3.

THE PIVOTAL ROLE OF HISTORICALLY BLACK COLLEGES IN THE PROCESS SHOULD NOT BE OVERLOOKED. WE ARE NOT GOING TO EFFECTIVELY ADDRESS THE ISSUE OF UNDERREPRESENTATION OF BLACKS AND OTHERS UNTIL WE MAKE A STRONG COMMITMENT TO ENHANCING GRADATE EDUCATION AT HBCUS. HBCUS SHOULD BE ABLE TO OFFER MORE GRADUATE AND DOCTORATE PROGRAMS. THE EXPANSION OF DOCTORAL OFFERINGS AT HBCU GRADUATE SCHOOLS WOULD OCCUR IF MORE OF OF THESE GRADUATE SCHOOLS WERE ELIGIBLE FOR FUNDING UNDER TITLE III.

THE COUNCIL OF HISTORICALLY BLACK GRADUATE SCHOOLS WISHES TO GO ON RECORD IN RECOMMENDING THE FOLLOWING CHANGES:

1. THAT A NEW INITIATIVE UNDER TITLE III BE ESTABLISHED TO STRENGTHEN THE GRADUATE INFRASTRUCTURE AT HBCUS.

2. THAT AN ENTITLEMENT PROGRAM FORM AFRICAN AMERICANS AND OTHER MINORITY STUDENTS BE ESTABLISHED ON A NEED BASIS. IN OUR FIELD IT MAKES MORE SENSE TO SEE ALL STUDENTS AS NEEDY. IN THE WORDS OF DEAN FRANK L. MORRIS, SR. "THEN WE MAY BEGIN TO SUPPORT AMERICAN GRADUATE STUDENTS AS WELL AS WE SUPPORT INTERNATIONAL GRADUATE STUDENTS."

3. MAJORITY INSTITUTIONS SHOULD BE AWARDED MERIT POINTS FOR GRADUATING 75% OF ITS MINORITY STUDENTS. THESE POINTS COULD BE ADDED TO THEIR PATRICIA ROBERTS HARRIS FELLOWSHIP APPLICATIONS. HOWEVER, IF THEY DO NOT GRADUATE AT LEAST 75% OF THEIR MINORITY STUDENTS, POINTS SHOULD BE TAKEN AWAY FROM THEIR APPLICATION PACKAGE.

IN CONCLUSION, LET ME SAY THAT THE UNITED STATES FACES THE PROSPECT OF CONTINUED GREAT INEQUALITY BETWEEN WHITES AND AFRICAN-AMERICANS AND A CONTINUING DIVISION OF SOCIAL STATUS WITHIN THE AFRICAN-AMERICAN POPULATION IF WE DO NOT RECOGNIZE THE IMMENSE POTENTIAL OF THE HBCU COMMUNITY. HBCU GRADUATE SCHOOLS CAN, IF ALLOWED, HELP TO ADDRESS THE UNDERREPRESENTATION OF AFRICAN-AMERICANS AND OTHER UNDERREPRESENTED GROUPS IN GRADUATE EDUCATION.

THANK YOU VERY MUCH.

CENTRAL STATE UNIVERSITY
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BARRIERS TO MINORITY ACCESS TO PUBLIC EDUCATION

The decade of the 1980's witnessed a significant reversal in the gains made by blacks in higher education up to 1977. In 1988, the National Center for Education Statistics (NCES) found that blacks earned fewer degrees in 1985 than in 1977 at all degree levels except the first professional. The NCES documented the following percent changes in degrees earned by blacks between 1977 and 1985:

TABLE I

Degree Level	Black Men	Black Women
Bachelor's	- 8	3
Master's	-33	-34
Doctor's	-27	22
First-Professional	- 8	81

NCES data further documents the fact that black males accounted for nearly two-thirds of the drop in the number of blacks receiving degrees between 1977 and 1985. Contrary to data on blacks, NCES data on Hispanics, Asians, and American Indians/Alaska Natives indicate that they earned more degrees in 1985 than in 1977 at all degree levels. The following figures were compiled from the 1989 Digest of Education Statistics and they compare total U.S. enrollment in institutions of higher education for the years 1976, 1980, 1984 and 1986 by racial/ethnic group.

TABLE II

Total Enrollment In Institutions of Higher Education By Race/Ethnicity: Fall 1976 to Fall 1986 (in 000's)

Table 174 (p.192)	White		Black		Hispanic	
	#	(%)	#	(%)	#	(%)
1976	9,076	(82.6)	1,033	(9.4)	384	(3.5)
1978	9,194	(81.9)	1,054	(9.4)	417	(3.7)
1980	9,833	(81.4)	1,107	(9.2)	472	(3.9)

Table 174 (p.198)	White # (%)	Black # (%)	Hispanic # (%)
1982	9,997 (80.7)	1,101 (8.9)	519 (4.2)
1984	9,815 (80.2)	1,076 (8.8)	535 (4.4)
1986	9,911 (79.4)	1,080 (8.7)	617 (4.9)

	Asian/Pacific Islander	Amer. Indian/ Alaska Native	Nonresident Alien
1976	198 (1.8)	76 (0.7)	219 (2.0)
1978	235 (2.1)	78 (0.7)	253 (2.2)
1980	286 (2.4)	84 (0.7)	305 (2.5)
1982	351 (2.8)	88 (0.7)	331 (2.7)
1984	390 (3.2)	84 (0.7)	335 (2.7)
1986	448 (3.6)	90 (0.7)	344 (2.8)

These figures clearly illustrate that despite a 7 percent growth rate in the black college-aged population from 1976 to 1986, the black percentage of total U.S. headcount enrollment fell from 9.4 percent in 1976 to 8.7 percent in 1986. Growth in the nonresident alien student enrollment in U.S. colleges and universities far exceeded growth in the black student population, e.g., nonresident aliens as a percentage of total headcount enrollment grew from 2.0 percent in 1976 to 2.8 percent in 1986. In absolute numbers, the growth in headcount enrollment between 1976 and 1986 increased by 853,000 for whites; 223,000 for Hispanics; 250,000 for Asian Americans; 125,000 for nonresident aliens; 47,000 for blacks; and 14,000 for American Indians.

Table III indicates the percentage of white, black, and Hispanic students enrolled in elementary and high schools across the U.S. from fall, 1960, to fall, 1985. These figures illustrate a substantial proportional decline in white enrollment both at the elementary and high school levels over the 25 year span. These figures also illustrate substantial proportional increases in black and Hispanic enrollment as a percent of total enrollment nationwide from 1960 to 1985. Clearly, however, both black and Hispanic college enrollment rates are significantly lower than their high school enrollment rates, e.g., blacks represented 15.2 percent of total U.S. high school enrollment in 1985 compared to just 8.7 percent of total college enrollment. Hispanics represented 8.3 percent of total U.S. high school enrollment in 1985 compared to just 4.9 percent of total college enrollment. Both minority groups are significantly under-represented in U.S. colleges and universities.

TABLE III

Percent of Students Enrolled in Schools Across U.S. by Race/Ethnicity: Fall 1960 to Fall 1985

Race & Year	----Elementary and High Schools-----		
	Total	Elementary	High
White(1)			
1960	86.6	85.8	89.0
1965	85.9	85.2	87.5
1970	85.0	84.4	86.5
1975	83.8	83.5	84.3
1980	82.3	82.0	82.8
1985	80.7	80.4	81.4
Black(1)			
1960(2)	13.4	14.2	11.0
1965(2)	14.1	14.8	12.5
1970	13.8	14.3	12.5
1975	14.5	14.8	14.0
1980	15.4	15.5	15.1
1985	15.8	16.0	15.2
Hispanic(3)			
1975	6.5	6.8	6.0
1980	8.1	8.6	7.2
1985	9.7	10.4	8.3

(1) Includes persons of Hispanic origin. (2) Includes black and other races. (3) Persons of Hispanic origin may be of any race. NOTE: Enrollment includes students in any type of graded public, parochial, or other private school in regular school systems. Includes nursery schools, kindergartens, elementary schools, colleges, universities, and professional schools. Attendance may be on either a full-time or part-time basis and during the day or night. Enrollments in special schools, such as trade schools, business colleges, or correspondence schools are not included. SOURCE: U.S. Dept. of Commerce, Bureau of the Census, Current Popu. Rpts., Series P-20, School Enrlmt, Social and Economic Characteristics of Students, Oct. 1985, no. 409.

Much of the difference between Hispanic proportional representation in high school and college can be accounted for by the high school drop out rates of Hispanic youth. In 1985, an estimated 30.7 percent of 18- to 19-year-old Hispanic youth had dropped out of high school while only 17.4 percent of black youth had dropped out (see Table IV). School completion rates are also significantly higher for blacks than Hispanics. In 1986, only 16.7 percent of black 25- to 29-year-olds had less than 4 years of high school while the commensurate percentage for Hispanics in 1986 was 41.0 percent (see Table V). Clearly, blacks are completing high school at significantly higher rates than Hispanic youth. However, as Table II indicates, the level of Hispanic enrollment in U.S. institutions of higher education grew by 40 percent (from 383,790 to 534,920) between 1976 and 1984, while the level of black enrollment grew only 4 percent (from 1,033,025 to 1,075,764). The paltry level of black enrollment growth during these years explains why blacks lost ground (from 9.4% to 8.8%) as a percentage of total U.S. college enrollment which grew by 11 percent overall from 1976 to 1984.

Degrees earned by blacks also decreased significantly between 1977 and 1985. Table VI illustrates the degrees earned by black men and women by level of degree. Black males earned fewer degrees in 1985 than they did in 1977 across all degree levels, e.g., bachelor's, master's, doctor's, and first-professional. Black women earned significantly fewer master's degrees, held their own at the bachelor's level and earned significantly more first-professional degrees in 1985 than in 1977.

TABLE VI

Degrees earned by black, non-Hispanic men and women, by level of degree: Selected academic years ending 1977-1985

Sex and degree level	1977	1979	1981	1985
Men				
Bachelor's	25,026	24,544	24,511	23,018
Master's	7,769	7,045	6,158	5,200

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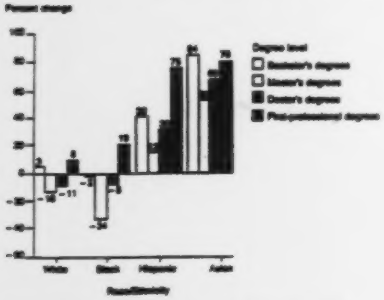
Sex and degree level	1977	1979	1981	1985
Men				
Doctor's	766	733	694	561
First-Prof.	1,761	1,783	1,772	1,623
Women				
Bachelor's	33,489	35,586	36,162	34,455
Master's	13,255	12,348	10,975	8,739
Doctor's	487	534	571	593
First-Prof.	776	1,053	1,159	1,406

The following illustration graphically depicts the percent change in the number of degrees earned by degree level and ethnic group comparing academic years 1977 and 1985. Clearly, blacks have been more negatively impacted than other ethnic groups, earning 34 percent fewer masters' degrees, 8 percent fewer doctors' degrees and 2 percent fewer bachelors' degrees from 1977 to 1985.

—Percent change in number of degrees earned, by degree level and race/ethnicity of recipients: Academic years ending 1977 and 1985



[illegible]

At the national level, 42.6 percent of black enrollment in institutions of higher education in 1984 was accounted for by 2-year institutions while only 35.8 percent of white students enrolled attended 2-year institutions. The 1985 College Board Report, Equality and Excellence, found that persistence rates for two-year college students are much lower than for students attending four-year colleges, particularly for black students. An even higher number of Hispanic students (53.9%) attended 2-year institutions in 1984.

The over-representation of black and Hispanic youth at the 2-year level where drop-out rates are significantly higher for minorities than whites contribute to a national trend of restricted access to 4-year institutions of higher education for minority youth, particularly blacks. In 1986, 46.7 percent of students attending 2-year institutions were minorities compared to a 36.1 percent attendance rate for white students. American Indians

(56.7%) and Hispanics (55.3%) attended 2-year institutions at a higher rate than other minority groups, e.g., 41.5 percent for Asians and 43.1 percent for blacks.

According to the American Council on Education's (ACE) Seventh Annual Status Report on Minorities in Higher Education, total minority enrollment in higher education stood at 2.2 million (17.9 percent of total enrollment) in 1986. Between 1984 and 1986, Hispanics led in enrollment gains, increasing by 16.6 percent with Asian and American Indian enrollment increasing by 14.9 percent and 7.1 percent, respectfully. Between 1984 and 1986, black higher education enrollment increased by a scant 0.5 percent. ACE findings also reveal that black enrollment in 1984 was 2.8 percent below the 1980 peak of 1.1 million students. The ACE report on minorities in higher education concludes that when enrollment for minorities is considered as a whole, enrollment increases for Asians and Hispanics mask the earlier declines and current stagnation in black enrollment.

Table IV

Indicator 23. Dropouts

High school dropouts among 16- to 24-year-olds, by age, race/ethnicity, and sex: 1970, 1975, 1980, and 1985

Year, sex, and race/ethnicity	Percent dropouts			
	Total, 16 to 24 years	16 and 17 years	18 and 19 years	20 to 24 years
October 1970				
Total	15.0	8.0	16.2	17.8
Male	14.2	7.1	16.0	17.2
Female	15.7	8.9	16.3	18.4
White[1]	13.2	7.3	14.1	15.7
Black[1]	27.9	12.8	31.2	34.3
October 1975				
Total	13.9	8.6	16.0	15.4
Male	13.3	7.6	15.5	15.0
Female	14.5	9.6	16.5	15.7
White[1]	12.6	8.4	14.7	13.5
Black[1]	22.8	10.2	25.4	28.2
Hispanic[2]	29.2	13.2	30.1	37.4
October 1980				
Total	14.1	8.8	15.7	15.5
Male	15.1	8.9	16.9	16.9
Female	13.1	8.8	14.7	14.1
White[1]	13.3	9.2	14.9	14.2
Black[1]	19.4	6.9	21.2	24.4
Hispanic[2]	35.2	16.6	39.0	41.0
October 1985				
Total	12.6	7.0	14.3	14.0
Male	13.4	6.7	16.3	14.9
Female	11.8	7.2	12.3	13.2
White[1]	12.2	7.1	13.8	13.4
Black[1]	15.1	6.5	17.4	17.7
Hispanic[2]	27.6	14.6	30.7	31.8

[1] Includes persons of Hispanic origin.

[2] Persons of Hispanic origin may be of any race.

NOTE: Dropouts are persons who are not enrolled in school and who are not high school graduates. People who have received high school equivalency credentials are counted as graduates.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Reports, Series P-20, *School Enrollment, Social and Economic Characteristics of Students*, no. 222, 303, 362, 392, and 409.

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Table V

Indicator 22. School Completion

Percent of 25- to 29-year-olds who have completed selected levels of schooling, by age and race/ethnicity: 1940 to 1986

Race and year	Less than 4 years of high school	4 years of high school only	4 years of high school and some college	4 years of college or more
All races				
1940	61.9	—	—	5.9
1950	47.2	—	—	7.7
1960	39.3	37.5	12.2	11.0
1965	29.7	45.3	12.6	12.4
1970	24.6	44.1	14.9	16.4
1975	16.9	41.5	19.7	21.9
1980	14.6	40.7	22.2	22.5
1985	13.9	42.4	21.5	22.2
1986	13.9	42.1	21.6	22.4
White[1]				
1940	58.8	—	34.8	6.4
1950	43.7	—	48.1	8.2
1960	36.3	39.1	12.8	11.8
1965	27.2	46.6	13.2	13.0
1970	22.2	45.0	15.5	17.3
1975	15.6	41.6	20.0	22.8
1980	13.1	40.7	22.5	23.7
1985	13.2	42.3	21.3	23.2
1986	13.6	41.8	21.1	23.5
Black and other races[1]				
1940	87.7	—	10.7	1.6
1950	78.4	—	20.8	2.8
1960	61.4	25.5	7.7	5.4
1965	47.8	35.6	8.3	8.3
1970	41.6	37.6	10.6	10.0
1975	[illegible]	41.1	17.3	15.4
1980	23.0	40.8	21.0	15.2
1985	17.8	43.1	22.6	16.7
1986	15.7	44.0	24.1	16.2
Black[1]				
1965	49.7	35.1	8.4	6.8
1970	43.8	38.0	9.9	7.3
1975	29.0	43.4	16.9	10.7
1980	23.1	44.1	21.1	11.7
1985	19.4	46.2	22.9	11.5
1986	16.7	47.0	24.5	11.8
Hispanic[2]				
1975	48.3	30.7	12.2	8.8
1980	42.1	34.8	15.4	7.7
1985	39.0	34.0	18.0	11.0
1986	41.0	33.7	16.3	9.0

—Data not available.

[1] Includes persons of Hispanic origin. [2] Persons of Hispanic origin may be of any race.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *1980 Census of Population*, vol. 1, part 1 and Current Population Reports, Series P-20. *Educational Attainment in the United States*, various years.

SOUTHERN UNIVERSITY AT NEW ORLEANS
TESTIMONY PRESENTED TO THE
HOUSE COMMITTEE ON EDUCATION AND LABOR
SUBCOMMITTEE ON POSTSECONDARY EDUCATION
HOUSE OF REPRESENTATIVES
CONGRESS OF THE UNITED STATES
JULY 27, 1991
NEW ORLEANS, LOUISIANA

BY

ANDREA GREEN JEFFERSON, Ed.D.
VICE CHANCELLOR FOR STUDENT AFFAIRS
SOUTHERN UNIVERSITY AT NEW ORLEANS

Mr. Chairman, members of the Postsecondary Education Subcommittee, thank you for the opportunity to present testimony on the Reauthorization of the Higher Education Act of 1965, specifically, Title III and Title IV.

I am especially honored to be able to present testimony to this committee in my home city of New Orleans. Louisiana is proud to be home of the largest system of Historically Black Colleges and Universities (HBCU's) in the Nation, the Southern University System. The system has three campuses located in Shreveport, Baton Rouge, and New Orleans. Baton Rouge houses the main campus of the System, Southern University and A & M College, a land grant institution founded in 1880.

Today, however, I will present testimony concerning Southern University at New Orleans, where I serve as Vice Chancellor for Student Affairs.

HISTORICAL OVERVIEW

Southern University at New Orleans (SUNO) was founded in 1956 by an act of the Louisiana State Legislature as a branch of the Southern University and Agricultural and Mechanical College.

Southern University at New Orleans began its initial year in September, 1959 with a freshman class of 158 students, one (1) building, and a faculty of fifteen (15). Its first commencement was held in May, 1963, with baccalaureate degrees awarded to fifteen (15) graduates.

The next decade saw SUNO experience remarkable growth. By fall 1975, student enrollment had climbed to 3,461, and 303 degrees were conferred during the spring 1976 commencement exercises. During the 1990-91 academic year, SUNO's enrollment was 4050 and 4312 during the fall and spring semesters respectively. To date, SUNO has graduated 6,438 students, 68% of whom are female, 32% male, and 95% are African Americans. SUNO is proud of its graduates, many of whom serve their communities as doctors, lawyers, city councilmen, state legislators, educators, college chancellors, business persons, actors, musicians, scientists and ministers.

Southern University at New Orleans is an open admission institution which serves as the only opportunity for many members of the New Orleans area to gain access to a quality college education. SUNO offers the associate degree, the bachelors degree and the Master of Social Work degree. SUNO's mission is to create and maintain an environment conducive to learning and growth, to promote the upward mobility of all people by preparing them to enter into new as well as traditional careers, and to equip them to function optimally in the mainstream of American Society. The University provides a sound education tailored to special needs of students coming to an open admissions institution and prepares students for full participation in a complex and changing society. The SUNO ideal is a harmony of the general and the special aspects of learning. It aims at both immediate and long-range rewards.

TITLE III, PART B - STRENGTHENING HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

ACADEMIC SUPPORT FOR PRE COLLEGE STUDENTS

Over ninety percent of SUNO's students come from New Orleans and the surrounding areas. Many of these students come to college needing academic support services to help insure their college success. Because of the special needs of these and other inner city students, it is recommended that the funding level for Title III be increased, and more funds made available to Historically Black Colleges and Universities to provide extensive academic support for African American pre-college students. Specifically it is recommended that increased funds be provided to Historically Black Colleges and Universities for quality early intervention services to junior/middle school students in the form of academic enhancement/support programs, in partnership with public schools, so that they will be better prepared to succeed in college. Additionally, funds must be provided to colleges to address the issue of the African American male while he is still at an age when role models and mentors can help mold and shape him and his perception of life. Black colleges offer the best role models and place for this important interaction to be conducted, and where young African American males, and females, can actually experience, through special outreach and partnership programs, some of the benefits of a college education while they are still in junior high and middle school.

This window of opportunity, access to a college education, must be kept open for all people, especially those young people for whom a college education is the only way out of poverty and hopelessness. The only way that HBCU's can confront this task is through increased Federal funds through the Title III, Part B - Strengthening of Historically Black Colleges and Universities Program.

SUPPORT FOR NON TRADITIONAL STUDENTS

Nearly 40% of the SUNO student population consists of "nontraditional" students, students who are well past the 18-24 year range, and who have families and homes to maintain.

Many of these students are single, female heads of households whose income falls below the poverty level as defined by the United States Labor Department. These students need special and specific support if they are to be successful in college. It is recommended that increased funds be appropriated for HBCUs to create women centers and child care centers as support for these non-traditional students. Additionally, funds must be made available to provide after school tutorial centers for the school age children of these non traditional students. These centers will provide academic tutoring, mentor-mentee relationships, counseling and other early intervention strategies.

Such centers will provide these youngsters with positive male and female role models throughout their elementary, junior/middle and high school life, thereby increasing the "at-risk" students chances of graduating from high school, attending college and becoming productive members of their communities.

TEACHER EDUCATION

Adequate funds must be provided to SUNO, and other HBCU's, to acquire and maintain accreditation of its College of Education by the National Council for the Accreditation for Teacher Education (NCATE) so that we might continue to prepare young teachers to serve the urban/city school systems and the rural school systems. Funds are also needed to establish scholar internship and exchange programs for senior teachers to receive advanced degrees; and for special teacher preparation programs for colleges of education.

Title IV, Student Assistance

STUDENT FINANCIAL AID

This Congress must find ways to continue to invest in our natural resource, our youth, through adequate funding for Title IV student aid programs in the form of increased levels for the Pell Grant, the Supplemental Education Opportunity Grant and the College Workstudy program. African American youth in general, and SUNO students in particular, must be given adequate financial support to cover their cost of attendance if they are to succeed in college. This support must be in the form of entitlements, not student loans. It is impossible to expect our youngsters to borrow large sums of money to finance their education. This expectation is not consistent with equal access to higher education. By decreasing entitlements and increasing dependency on student loans, we are demanding that students, who could not otherwise qualify to borrow funds, commit to high debts, sometimes totaling as much as $20,000.00 over a four or five year period, in order to receive a baccalaureate degree. These students are put in debt at age 22-24, a debt which is clearly disproportionate to their earning potential, and which drives them from social service professions like teaching, health professions, counseling and social work, which are so desperately needed by their communities.

Additionally, the Congress and the Administration must find other means to address the default rates experienced by HBCU's as a result of these large student loans with which students are burdened. Presently, schools experience heavy penalties when students go into default. Often these penalties are borne by future generations of college going students who do not, of course, share in the responsibility for for default. Other ways of addressing student defaults must be examined. A much more productive mechanism for enforcement of loan pay-back must be built into the Guaranteed Student Loan program to address present loans and future loans. One suggestion is to authorize the appropriate federal agency to withhold a portion of the earnings of those borrowers in default. Another possibility might be to require students to sign a payroll deduction to cover loan payments when they are first employed.

Regardless of the mechanism used, Historically Black Colleges and Universities cannot bear the burden for past defaults on student loans and should not be penalized through debarment or suspension from the Guaranteed Student Loan programs. If HBCU's are to be responsible to help in the collection of loans made to its students, then this requirement should be specifically stated in the reauthorized act so that HBCU's can plan for this new responsibility.

I am pleased to have had the opportunity to present testimony to you.

May I conclude by reminding you that the role of HBCU's in educating African Americans is well documented. HBCU's have given this great Nation most of its African American leaders, and nearly all of its African American elected officials. In order to continue this great legacy, the Federal government must increase its funding level for special academic support programs and student aid programs so that the window of opportunity will open fully for all people, especially African Americans and other minorities who so often are not given equal access and do experience equal attainment in college.

CHARLES R.
DREW
UNIVERSITY OF MEDICINE & SCIENCE
KING/DREW MEDICAL CENTER

Office of Institutional Advancement

COMMENTS OF
HENRY S. WILLIAMS, M.D., INTERIM PRESIDENT
CHARLES R. DREW UNIVERSITY OF MEDICINE AND SCIENCE
TO THE
POSTSECONDARY EDUCATION SUBCOMMITTEE,

HOUSE EDUCATION AND LABOR COMMITTEE

JULY 27, 1991

NEW ORLEANS, LA

Congressman Jefferson and members of the committee, thank you for the opportunity to receive testimony from Charles R. Drew University of Medicine and Science concerning the Titles of the Higher Education Act as they relate to the stability of the Historically Black Colleges and University's (HBCUs).

The Charles R. Drew University of Medicine and Science is one of four historically Black medical universities in the country, and the only one west of the Mississippi River. Our institution represents innovative approaches to developing expertise for and from a population of underserved residents. Our facility serves a critical role in providing health care services and educational opportunities to minorities who might not otherwise have access to education within the environment similar to ours. In our brief 25 years of existance, we have:

1) Awarded over 127 doctorate degrees since the establishment of our program in 1981. (Over 20% are Hispanic and 45% African-American).

2) Over 900 postgraduate alumni in 17 disciplines;

3) Over 500 alumni in allied health education, establishing the first Physician Assistant Program in California, which continues to serve as a model for all others in the nation;

4) Ten research centers of which 4 are national centers in mental health, cancer, hypertension and AIDS; and

5) Fourteen centers of excellence, based on the need for knowledge and training around significant health problems of our community among them, violence, infant mortality, cancer, AIDS, hypertension, drug and alcohol abuse, and mental health. Despite our accomplishments, the problems in our community are numerous and their nature is complex.

While Drew has only been a recipient of Title III funds since late 1987, those funds have improved the academic quality of our university, which has resulted in significant improvement in academic instruction and faculty development. Specifically, the Part B funds have enabled us to:

1) improve our learning resource capabilities so as to bring the University into the modern era of medical informatics;

2) extend our communication network, via satellite, to receive programs and information related to health and education. (At Drew, we have completely computerized our access to over 20,000 volumes.);

3) augment and extend our library capabilities, both in terms of electronic access, as well as in the purchasing of new holdings;

4) improve academic planning and institutional advancement;

5) provide assistance with tutorials for students;

6) facilitate an international faculty exchange program;

7) explore new and broader areas of support form governmental agencies and

8) develop a plan to raise funds, thereby improving the financial position of the University.

Moreover, the funds have assisted us in improving our research capabilities by recruiting Research Specialists. Their contributions are of paramount significance in addressing the health problems of an underserved population. For example, at Drew University, the:

- research immunologist has contributed significantly to our AIDS program, which affects a population of over 10,000 persons.
- neonatologist provides us with significant impact on our neonatal deaths which we have reduced by 50% over the last two years;
- microbiologist has had significant impact on our infection control in our 45 bed hospital;
- epidemiologist has provided us with an opportunity to impact on the drug problem affecting more than 23,000 youth.

Without Federal assistance, it would be difficult for Drew University to remain true to its mission: "To conduct medical education and research in the context of service to a defined population so as to train persons to provide care with competence and compassion to this and other underserved populations."

Therefore, Drew University would like to see 1) an overall increase in Title III funding to the HBCUs to enable us to:

1) develop the critical pool of scientific based professionals who can

contribute to health care prevention and control efforts;

2) develop new employment opportunities for our youth in areas now open to the future;

3) build the infrastructure which promotes the development of legitimate academic pursuits and knowledge advancement; and

4) maintain the momentum gained in building Historically Black Colleges and Institutions.

Our aim, Congressman Jefferson and members of the committee, is to help minorities, whose educational opportunities might be limited to walk taller and stand stronger. Equipped with high self esteem and medical education and training, these young people can return to underserved areas and contribute to the improvement of the total community.

#137MM

TESTIMONY OF

JOSULYN WILLIAMS

1970 GRADUATE OF DILLARD UNIVERSITY

AND

VICE PRESIDENT OF

STEVENSON'S ACADEMY OF HAIR DESIGN, INC.

SUBMITTED AT THE

PUBLIC HEARING OF THE

U.S. DEPARTMENT OF EDUCATION

ON THE

REAUTHORIZATION OF THE HIGHER EDUCATION ACT (HEA)

-o-o-o-o-o-o-

NEW ORLEANS, LA

JULY 27, 1991

July 22, 1991

Honorable Congressman William Jefferson
U.S. House of Representatives
306 Cannon
Washington, DC 20515

Dear Congressman Jefferson:

My name is Joeulyn Williams from New Orleans, Louisiana. I am a 1970 graduate of Dillard University a historically black institution where I earned a Bachelor of Arts degree in Business Administration. I am also Vice President of Stevenson's Academy, Inc. which owns two postsecondary career institutions in New Orleans. These institutions were founded by my mother in 1973, and we have participated in Federal Student Aid Programs since 1979. I oversee the day to day administration of the Federal Student Aid Programs at our institutions. I have also served as an elected member for two terms on the National Accrediting Commission of Cosmetology Arts and Science (NACCAS) and state president of the Louisiana Association of Cosmetology Schools (LACS).

The importance of higher education programs and legislation are of great concern to me, and I appreciate the opportunity to share some thoughts with you on the Reauthorization of the Higher Education Act.

Before I go into specific concerns and concrete recommendations, I would like to share with you some personal background information.

As a 1970 graduate of a Historical Black University and Owner of a Postsecondary Career Institution which serves a primarily black population, I am acutely aware of the importance of Higher Education Programs. It was understood from the time I was old enough to say the word college, that I would attend. I was told by my mother, "go to college and get a job", repeatedly. Well, I fulfilled the "American Dream" of every mother, but unfortnately, "get a job" was the brick wall. After receiving a Bachelor of Arts degree in Business Administration, I began to look for the solutions to my problems and my frustrations of unemployment by taking additional accounting courses. Although accounting was secondary as a chosen career, it did provide employment, but I was very disappointed with the extremely low salary I earned as a college graduate. I was told it was because of my selection of a broad major as Business Administration. Nevertheless, I persevered. I began a career change after working five years in the accounting field with no degree of happiness or enjoyment.

My college education was paid for by my mother from income she earned as a licensed Cosmetologist and Beauty Salon Owner. I was not eligible for student aid, other than the college work-study program.

I decided to join my mother in business and in less than fifteen (15) months I had completed the Cosmetology and Teacher Training Programs, was employed and I did not have to relocate. Immediately I made an economic impact on my community.

We enroll approximately one hundred (100) students in our Cosmetology schools. We have provided employment for over eighteen (18) years to the community we serve.

In terms of racial mix, we have a population of 95% black and 5% white. The Average PGI Index in our school is 0. I consider myself an honest tax paying business woman in the business of education. I do, however, harbor some fears about the future of my students, my institutions, and in general postsecondary education in this country.

I see schools closing in urban areas as a means of reducing default rates. The premise is now that institutions are responsible for default rates. The Department's own regulations several years ago concluded that it did not make sense to attach Institutional Default Rates, given the fact that a school was not a party to a student loan. By summer of 1989, the Department had done a 180 degree turn and said yes, defaults are a school problem. All segments involved with defaults should contribute to the solution. The fact is, despite more and more regulatory burdens, the hands of the schools are still tied. Untie them!!!

What role do I see the federal government playing in higher education? I see it as the cornerstone, a catalyst, an insurer of access and choice. The federal government should foment streamlining and efficiency. You seem to routinely certify that your regulations will not flood schools with paperwork or overburden them. The higher education regulations have become a nightmare in their complexity. When is efficiency and simplicity in the Administration going to take place?

There was a time when the Department acted in the nature of a partner, a facilitator, and to a lesser degree an overseer. Our institutions are bloody, and black and blue from the shift. Mind you, this is not to say that some stiff punishment wasn't warranted in a number of cases. What many school owners are finding in comparing notes is that while the traditional sector is rarely examined, postsecondary career institutions are the subject of repeated scrutiny and are marked for changes in policy. The latest policy is zero tolerance.

I see increasing triple standards in dealing with the Department. One set of standards for the traditional sector, one set of standards for the Historically Black Universities, and one set of standards for postsecondary career institutions and the finger these days seem to be pointed at postsecondary career institutions.

I urge you to support the provision for Reauthorization of the Higher Education Act which:

- Increase Pell Grants for students from low family income groups.
- Be equitable and non-discriminatory and take into account the interest of the affected students and the contributions of those entrusted with education.
- Restore a balance to aid programs in order not to overburden students with loans which create a number of complications. Not the least of which is repayment on the part of low income students.
- Promote diversity and independence of postsecondary institutions. Somewhere the students have been forgotten along the way when one seeks to limit institutional choice.

The policies and programs embodied in the new higher education legislation will influence the choices of our citizens entering into first or second careers and will shape the economic competitiveness of our nation in the 1990's. Through reauthorization of the Higher Education Act. I trust you will support the changes outlined above which meet national educational goals and the needs of students and institutions in the proprietary sector.

Respectfully yours,

Josulyn Williams
Vice President

JW/lh

TESTIMONY

"THE IMPORTANCE OF BLACK COLLEGES AND UNIVERSITIES IN THE ACHIEVEMENT OF NATIONAL EDUCATIONAL GOALS FOR THE 1990s"

by

DR. NIARA SUDARKASA
PRESIDENT
LINCOLN UNIVERSITY OF PENNSYLVANIA

PRESENTED TO THE

U.S. HOUSE OF REPRESENTATIVES
COMMITTEE ON EDUCATION AND LABOR
"FORUM ON STRENGTHENING BLACK COLLEGES AND UNIVERSITIES"

JUL 19 REC'D

December 10, 1990 Washington, D.C.

TESTIMONY

INTRODUCTION

Mr. Chairman and members of the Committee on Education and Labor, I am Niara Sudarkasa, President of Lincoln University of Pennsylvania, which was chartered in 1854 as the first college in America for youth of African descent. It is an honor for me to appear before you today to speak on this Forum on the mission and achievements of Historically Black Colleges and Universities (HBCUs).

Before I begin my testimony, Chairman Hawkins, may I add my voice of tribute to that of my colleagues who have expressed their gratitude to you for your lasting contributions to American higher education. We in the historically Black college community are especially indebted to you for your attentive ear and continuous support. As you prepare to retire from the House, please accept our profound appreciation for your stellar service on behalf of some of America's most important institutions, notably its schools and colleges.

Mr. Chairman, I wish to address the Committee on the important role historically Black colleges and universities must play if America is to achieve the national educational goals outlined by the President in January of this year. By way of introduction, I wish to make some remarks about the achievements of Black colleges, recognizing full well that many of the points I make will have been made by other speakers.

Throughout the day, the Committee has been reminded that historically Black colleges are representative of the diversity of higher education institutions in this country. They are: public and private; single-sex and co-ed; predominantly Black or historically Black but now predominantly white; two-year colleges, four-year colleges, comprehensive universities, research universities, professional schools, etc. My own institution, Lincoln University of Pennsylvania, illustrates that a single HBCU might have gone through a number of different stages in its evolution.

Lincoln University was chartered as an all-male institution, and remained as such for almost one hundred years. It graduated its first woman in 1953, ninety-nine years after its founding. It did not become fully co-educational until 1965, when women were first allowed to reside on campus. Established as a liberal arts college in 1854, within twelve years, Lincoln's charter was changed to make it a full-fledged University with a law school, medical school and seminary, in addition to the College. The medical and law schools did not survive the depression of the 1870s, but the seminary thrived until the late 1950s, when it was discontinued.

Although Lincoln began as a private institution with strong but unofficial ties to the Presbyterian church, Lincoln has received occasional State support since the 1930s, and became one of Pennsylvania's four "state-related" universities in 1972. (The others are Penn State, Temple, and Pittsburgh). This means that Lincoln is now a public institution that receives a part of its annual budget from the State. But it also retains a quasi-private status in that it owns land and other properties that do not belong to the State, and it still has a group of self-perpetuating trustees, who constitute approximately one-half of its Board.

Lincoln is especially renowned for producing outstanding national and international leaders. In its first hundred years, Lincoln graduates comprised 20 percent of the nation's African American physicians and more than 10 percent of the African American lawyers. Its alumni have headed 36 colleges and universities and scores of prominent churches. At least 10 have served as U.S. ambassadors and mission chiefs, and many others have distinguished themselves as state and federal judges, mayors, research scientists, educators, aviators, entrepreneurs, journalists, and other professionals.

Lincoln's roster of famous alumni reads like a Who's Who of the 20th century: Poet Langston Hughes; Supreme Court Justice Thurgood Marshall; Ghana's first President, Kwame Nkrumah; Nigeria's first President, Nnamdi Azikiwe; and Pennsylvania's first Black congressman, Robert N. C. Nix, Sr., just to name a few.

Throughout its history, Lincoln has been interracial and international, while maintaining its primary mission of educating African Americans. It graduated its first African student in 1859, and its first white students in the 1860s. Lincoln is a household word in Africa, where its graduates not only include the two heads of state mentioned above, but scores of other well-known public figures who played prominent roles in the Independence movements and in the first national governments of the late fifties and early sixties. But Lincoln's training of African leaders did not stop in the forties and fifties. In the 1960s and early 1970s, Lincoln provided the orientation for the State Department-sponsored Southern Africa students' program, with the result that its graduates and former students are now found in leadership positions throughout Southern Africa. No less than six members of the cabinet and legislature of the newly independent country of Namibia are Lincoln alumni.

The history of Lincoln University, and those of other historically Black colleges and universities, make it clear that these institutions have had a remarkable impact through the training of men and women who made their mark as national and international leaders. Data compiled by the National Association for Equal Opportunity in Higher Education (NAFEO), indicate that these institutions have produced more than 50% of the nation's African American business executives and elected officials; 75% of the African Americans with earned doctorates; 75% of the Black military officers, 80% of the Black federal judges and 85% of the Black physicians.

Although Black colleges and universities constitute only 3% of the nation's institutions of higher learning, they enroll approximately 27% of the African American students in college, and award 34% of the undergraduate degrees earned by Blacks nationwide - 59% of the bachelors degrees earned in the South. Over 50% of the African Americans who receive bachelor degrees in mathematics and approximately 40% of those who major in various fields of business, engineering, and science graduate from HBCUs.

Thus, today as in the past, America's Black colleges and universities still assume a major share of the nation's responsibility for providing equal educational opportunities for African Americans. And what is most important, they are providing students with the global-awareness, critical skills, and the scientific and technical backgrounds that will be indispensable for survival and success in the 21st century.

THE ROLE OF HBCUs IN MEETING OUR NATIONAL EDUCATIONAL GOALS

It is because of their special success in training students who come to college "long on promise but short on preparation", that Black colleges and universities can play a vital role in helping to achieve the national educational goals outlined by the President nearly a year ago. In his 1990 State of the Union message, President Bush set forth the following goals for education:

1. By the year 2000, all children in America will start school ready to learn.

2. By the year 2000, we will increase the percentage of students graduating from high school to at least ninety percent.

3. By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency over challenging subject matter, including English, mathematics, science, history and geography.

4. By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

5. By the year 2000, every adult American will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

6. By the year 2000, every school in America will be free of drugs and violence and offer a disciplined environment conducive to learning.

Obviously the challenge in reaching these goals comes not from the well-prepared students and privileged classes in our society, but from those who are under-prepared and under-privileged. The challenge of these goals is not simply to do better in our training of Americans whom W.E.B. DuBois would call "the talented tenth", but rather to deal effectively with those who are presently "weeded out" or allowed to "drop out" or "cop out" of the educational system.

To achieve our national educational goals, we must realize that the passion for excellence cannot simply trickle down from the top; it must be the fountain from which everything flows. Only when we have a strategy for encouraging and enabling students at all performance levels to strive for what the athletic coaches call their "personal best" can we expect to raise the level of achievement throughout our educational system.

The notion that our students can become globally competitive will remain an idle wish unless and until we can motivate the scholastic under-achievers to value academics as much as they value sports. Our students will have to appreciate that drive, determination, dedication, and discipline can provide them with the key to careers far more reliable and realistic in their prospect than the remote possibility of a career in professional sports.

Regardless of whether it is perceived or intended as such, the establishment of national educational goals requires a commitment to equity that is as strong as our commitment to excellence. In fact, the message underlying the enunciation of these goals is that any attempt to achieve excellence without equity is short-sighted and inevitably short-lived. Quantum improvements in the nation's overall educational performance, such as called for in the national goals, will require substantial improvement in the achievement levels of all students, particularly those who are figuratively and literally at the bottom of the class.

Clearly, success in reaching our national educational goals will require a major commitment of funding and other resources from federal and state governments as well as from the private sector. The President will have to live up to his aim of becoming "the Education President" by giving funding for this sector a much higher priority than it now has.

Obviously, the reauthorization of the Higher Education Act of 1965 is vital to any strategy for identifying resources to achieve our national educational goals. A case can be made for increasing the funding of nearly every program funded under this legislation, but it is particularly important that the level of funding be increased substantially for student financial aid and academic support services, funded under Title IV; for teacher training and development programs, funded under Title V; and for aid to historically Black colleges and other needy institutions, funded under Title III.

Given the undisputed success of HBCUs in educating students from poor schools, low income homes, and neighborhood environments that discourage academic achievement, the nation should realize that Black colleges can provide models for both teaching low achievers and training the teachers who will teach them.

In this critical decade, Black colleges can also be encouraged to form more linkages with majority colleges and universities so that our success in nurturing, mentoring and graduating Black students can be emulated by the predominantly white institutions at which most of our students seek an education. Demographic realities tell us that even if all African American students wanted to attend Black colleges, there are too few HBCUs to educate all the African American students who deserve a college education.

We at the historically Black colleges, therefore, have a great stake in the survival and success of Black students wherever they are. By establishing programs of academic cooperation and collaboration with predominantly white institutions, we can pool our respective strengths to educate greater numbers of African Americans and other minorities, and thereby move our nation closer to the educational goals enunciated by the President.

In my inaugural address delivered in September 1987, I stated my conviction that Black colleges would continue to lead the country in producing African American pioneers and trailblazers because "these institutions instill in Black students what eludes them at many predominantly white institutions - namely the boldness to dare to compete at the cutting edge, and the confidence and skills to succeed once they are there."

Hopefully, Mr. Chairman, this legacy of success in educating the underprivileged as well as the talented tenth can become the hallmark of all of American education. In enunciating the six national educational goals, the President has challenged the nation to duplicate the success of the Black colleges. He has challenged the country to fulfill its longstanding promise of equality of access, and equality of opportunity for progress and success at all levels of American education. We in the African American community now call for the country to rise up and meet that challenge.

POSTSECONDARY EDUCATION SUBCOMMITTEE OF THE
HOUSE EDUCATION AND LABOR COMMITTEE
HEARING JULY 27, 1991

HISTORICALLY BLACK COLLEGES AND UNIVERSITIES AND THE HIGHER EDUCATION ACT

The establishment of Black colleges and universities occurred during the early 19th century when access to education was denied to people of African descent. At that time, both basic and higher education were largely inaccessible to African Americans, except through the role carried by Black institutions. For over a century and a half, these colleges and universities have taken the primary responsibility for educating African Americans.

During the last two or three decades, there have been some noticeable shifts in public policy. These developments, emerging from the court actions of 1954, 1964 and 1974-the Adams Case, have begun to open up higher education institutions to a larger portion of American society.

Notwithstanding this progress, however, current data indicate that wide disparities still exist between Blacks and whites in the educational arena. These discrepancies clearly are evident in the post-secondary arena and particularly are glaring at the post-graduate and professional education levels. The historically Black colleges and universities continue to carry the weight of producing the preponderance of African American graduates of higher education and from the professional schools. Their progress would not be possible without assistance from the federal government's Higher Education legislation that enables Black Colleges and Universities to be enhanced through the funding of programs under Title III.

The increased access to higher education that exists for poor and otherwise disadvantaged groups of students exists only because of the financial and special program supports authorized under Title IV. These programs must be maintained and increased to assure the continuing availability of higher education to those persons who need such critical assistance.

The mission of Historically Black Colleges and Universities continues to be that of enabling the American society to receive the benefits of an educated citizenry, particularly those of African descent. These institutions constitute a national resource that is one of the greatest assets that this country possesses to help meet the demands of our national workforce.

It has been projected that by the turn of the century, minorities and women will constitute the largest segment of persons entering the American workforce. It is truly within the best interests of American society to protect the resources that exist in this nation's Historically Black Colleges and Universities, for the educating of that potential workforce. Therefore, the question should not be whether to continue the authorization of these higher education programs or institutions; the question must be how much increase will be made in their funding levels. This important investment is required to assure the emergence of a positive, taxpaying workforce.

We urge the reauthorization of all aspects of the Higher Education Act, with particular emphasis on the Title III and Title IV programs, which so vitally affect Historically Black Colleges and Universities.

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